

Richmond Elementary Schools P.L. 221 Rating Comparison 2006 to 2011

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2006	2007	2008	2010	2011	School PL221 GPA (For Period)
9018	Galileo Charter School	K-6	254	92%	A	A	A	A	A	4.0
8943	Paul C. Garrison	K-6	332	54%	C	C	A	A	A	3.2
8947	Highland Heights	K-6	257	70%	D	A	B	A	A	3.2
8953	Discovery School	K-8	N/A	N/A	A	C	A	N/A	N/A	3.3
9003	C. R. Richardson	K-6	240	97%	C	D	D	A	A	2.4
9013	Arthur M. Charles	K-6	373	52%	B	A	D	A	A	3.2
9014	Crestdale	K-6	364	77%	D	D	D	C	A	1.8
9017	Fairview	K-6	306	85%	C	D	F	D	A	1.6
9037	Starr	K-6	N/A	N/A	D	F	D	N/A	N/A	0.7
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	C	A	3.5
9045	Vaile	K-6	252	96%	D	D	D	C	A	1.8
9053	Westview	K-6	307	55%	D	D	D	D	A	1.6
RCS (only) Totals and Averages			2,775	74%	1.6	1.9	1.5	2.8	4.0	2.4
D840	Seton Elementary	PK-6	241	14%	A	A	A	B	A	3.8

Richmond Elementary Schools P.L. 221 Academic Improvement 2006-2011

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2006	2007	2008	2010	2011	Average Academic Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	10.6%	18.2%	7.4%	17.0%	11.8%	13.0%
8943	Paul C. Garrison	K-6	332	54%	3.5%	5.0%	5.6%	8.7%	9.3%	6.4%
8947	Highland Heights	K-6	257	70%	1.5%	10.6%	3.1%	10.8%	4.5%	6.1%
8953	Discovery School	K-8	N/A	N/A	6.1%	1.4%	3.8%	N/A	N/A	3.8%
9003	C. R. Richardson	K-6	240	97%	5.7%	-0.3%	-0.4%	13.7%	10.6%	5.9%
9013	Arthur M. Charles	K-6	373	52%	2.5%	2.5%	0.8%	6.4%	6.7%	3.8%
9014	Crestdale	K-6	364	77%	1.3%	0.0%	0.7%	12.6%	6.5%	4.2%
9017	Fairview	K-6	306	85%	4.9%	-2.8%	-2.2%	1.8%	10.5%	2.4%
9037	Starr	K-6	N/A	N/A	0.1%	-0.9%	1.3%	N/A	N/A	0.2%
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	2.6%	12.3%	7.5%
9045	Vaile	K-6	252	96%	-0.2%	-1.0%	-3.2%	2.7%	7.0%	1.1%
9053	Westview	K-6	307	55%	-1.0%	-2.0%	-1.1%	0.5%	10.3%	1.3%
RCS (only) Totals and Averages			2,775	74%	2%	1%	1%	7%	9%	4.0%
D840	Seton Elementary	PK-6	241	14%	2.1%	1.4%	1.7%	0.5%	8.1%	2.8%

Richmond Elementary Schools P.L. 221 Academic Performance Comparison 2006 to 2011

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2006	2007	2008	2010	2011	Improvement in Academic Performance (For Period)
9018	Galileo Charter School	K-6	254	92%	41.2	53.0	44.1	65.2	62.3	51%
8943	Paul C. Garrison	K-6	332	54%	74.4	76.5	77.8	81.3	86.6	16%
8947	Highland Heights	K-6	257	70%	63.5	67.0	65.7	77.3	75.9	20%
8953	Discovery School	K-8	N/A	N/A	74.0	70.1	72.3	N/A	N/A	-2%
9003	C. R. Richardson	K-6	240	97%	70.6	67.5	64.5	69.5	77.1	9%
9013	Arthur M. Charles	K-6	373	52%	78.2	80.2	74.9	75.2	82.2	5%
9014	Crestdale	K-6	364	77%	62.7	61.1	60.6	70.5	74.7	19%
9017	Fairview	K-6	306	85%	66.3	66.3	57.4	62.1	79.9	21%
9037	Starr	K-6	N/A	N/A	60.8	58.4	57.0	N/A	N/A	-6%
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	60.2	68.9	14%
9045	Vaile	K-6	252	96%	64.6	67.3	63.5	63.1	67.4	4%
9053	Westview	K-6	307	55%	72.7	70.9	70.4	70.6	81.1	12%
RCS (only) Totals and Averages			2,775	74%	68.8	68.5	66.4	70.0	77.1	12%
D840	Seton Elementary	PK-6	241	14%	91.6	89.0	88.4	86.5	93.4	2%

**Student English/Language Arts Progress from 3rd Through 6th Grades
Richmond Schools**

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	55.0%	57.0%	56.7%	64.0%	16.4%
8943	Paul C. Garrison	K-6	332	54%	63.0%	84.0%	82.7%	88.9%	41.1%
8947	Highland Heights	K-6	257	70%	71.0%	60.0%	78.9%	86.8%	22.3%
8953	Discovery School	K-8	N/A	N/A	60.0%	70.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	63.0%	50.0%	72.4%	70.4%	11.7%
9013	Arthur M. Charles	K-6	373	52%	80.0%	56.0%	57.6%	76.9%	-3.9%
9014	Crestdale	K-6	364	77%	49.0%	42.0%	51.2%	60.0%	22.4%
9017	Fairview	K-6	306	85%	84.0%	57.0%	42.3%	77.5%	-7.7%
9037	Starr	K-6	N/A	N/A	42.0%	4.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	52.9%	58.1%	
9045	Vaile	K-6	252	96%	75.0%	65.0%	64.7%	82.4%	9.9%
9053	Westview	K-6	307	55%	85.0%	80.0%	73.5%	85.4%	0.5%
RCS (only) Totals and Averages			2,775	74%	67%	57%	64%	76%	13.5%
D840	Seton Elementary	PK-6	241	14%	93.0%	95.0%	63.0%	94.3%	1.4%

**Student Math Progress from 3rd Through 6th Grades
Richmond Schools**

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	42.0%	35.0%	50.0%	72.0%	71.4%
8943	Paul C. Garrison	K-6	332	54%	62.0%	84.0%	94.2%	88.9%	43.4%
8947	Highland Heights	K-6	257	70%	57.0%	69.0%	86.8%	89.5%	57.0%
8953	Discovery School	K-8	N/A	N/A	55.0%	50.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	61.0%	67.0%	82.8%	71.4%	17.0%
9013	Arthur M. Charles	K-6	373	52%	75.0%	58.0%	75.8%	87.3%	16.4%
9014	Crestdale	K-6	364	77%	43.0%	46.0%	65.9%	75.0%	74.4%
9017	Fairview	K-6	306	85%	69.0%	63.0%	69.2%	82.5%	19.6%
9037	Starr	K-6	N/A	N/A	32.0%	52.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	51.0%	67.4%	
9045	Vaile	K-6	252	96%	73.0%	51.0%	67.6%	67.6%	-7.4%
9053	Westview	K-6	307	55%	83.0%	78.0%	79.6%	82.9%	-0.1%
RCS (only) Totals and Averages			2,775	74%	61%	62%	75%	79%	29.8%
D840	Seton Elementary	PK-6	241	14%	69.0%	75.0%	56.0%	94.3%	36.7%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing Both English/Language Arts and Math (All Grades)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Spring)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	24.3%	21.7%	38.7%	32.4%	53.5%	50.5%	107.8%
8943	Paul C. Garrison	K-6	332	54%	62.2%	66.5%	67.2%	66.7%	74.0%	80.0%	28.6%
8947	Highland Heights	K-6	257	70%	50.0%	46.8%	56.6%	55.6%	69.8%	73.9%	47.8%
8953	Discovery School	K-8	N/A	N/A	53.2%	59.0%	59.3%	51.9%	N/A	N/A	-2.4%
9003	C. R. Richardson	K-6	240	97%	53.2%	62.4%	56.6%	41.4%	49.3%	64.2%	20.7%
9013	Arthur M. Charles	K-6	373	52%	70.1%	67.9%	68.8%	61.6%	60.1%	71.3%	1.7%
9014	Crestdale	K-6	364	77%	53.3%	52.1%	50.0%	39.9%	59.8%	65.0%	22.0%
9017	Fairview	K-6	306	85%	50.6%	54.7%	50.8%	43.1%	45.1%	70.3%	38.9%
9037	Starr	K-6	N/A	N/A	49.6%	49.1%	45.8%	41.4%	N/A	N/A	-16.5%
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	44.6%	52.7%	18.2%
9045	Vaile	K-6	252	96%	50.3%	55.2%	57.5%	49.4%	51.4%	52.8%	5.0%
9053	Westview	K-6	307	55%	60.9%	63.3%	60.2%	61.3%	61.0%	73.2%	20.2%
RCS (only) Totals and Averages			2,775	74%	55%	58%	57%	51%	57%	67%	17%
D840	Seton Elementary	PK-6	241	14%	88.3%	84.1%	80.0%	80.3%	78.2%	87.9%	-0.5%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing English/Language Arts (3rd Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	41.0%	39.0%	55.0%	57.0%	69.4%	53.6%	30.7%
8943	Paul C. Garrison	K-6	332	54%	59.0%	67.0%	63.0%	61.0%	80.8%	88.6%	50.2%
8947	Highland Heights	K-6	257	70%	79.0%	57.0%	71.0%	56.0%	70.6%	91.3%	15.6%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	60.0%	70.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	56.0%	74.0%	63.0%	67.0%	62.5%	87.1%	55.5%
9013	Arthur M. Charles	K-6	373	52%	77.0%	63.0%	80.0%	73.0%	73.3%	90.7%	17.8%
9014	Crestdale	K-6	364	77%	62.0%	68.0%	49.0%	38.0%	82.6%	70.7%	14.0%
9017	Fairview	K-6	306	85%	78.0%	69.0%	84.0%	61.0%	61.8%	78.4%	0.5%
9037	Starr	K-6	N/A	N/A	N/A	N/A	42.0%	44.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	54.0%	66.7%	
9045	Vaile	K-6	252	96%	62.0%	81.0%	75.0%	67.0%	66.7%	57.7%	-6.9%
9053	Westview	K-6	307	55%	72.0%	83.0%	85.0%	73.0%	69.0%	82.5%	14.6%
RCS (only) Totals and Averages			2,775	74%	68%	70%	67%	61%	69%	79%	16.4%
D840	Seton Elementary	PK-6	241	14%	87.0%	87.0%	93.0%	81.0%	83.0%	95.5%	9.8%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing English/Language Arts (4th Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	N/A	45.0%	47.0%	57.0%	68.8%	76.0%	68.9%
8943	Paul C. Garrison	K-6	332	54%	N/A	64.0%	72.0%	84.0%	73.8%	92.0%	43.8%
8947	Highland Heights	K-6	257	70%	N/A	70.0%	75.0%	60.0%	85.7%	61.8%	-11.7%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	64.0%	70.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	N/A	69.0%	58.0%	50.0%	69.8%	80.6%	16.8%
9013	Arthur M. Charles	K-6	373	52%	N/A	85.0%	67.0%	56.0%	82.7%	87.3%	2.7%
9014	Crestdale	K-6	364	77%	N/A	68.0%	65.0%	42.0%	51.5%	91.5%	34.6%
9017	Fairview	K-6	306	85%	N/A	60.0%	51.0%	57.0%	66.0%	88.0%	46.7%
9037	Starr	K-6	N/A	N/A	N/A	N/A	47.0%	4.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	46.9%	73.3%	
9045	Vaile	K-6	252	96%	N/A	68.0%	77.0%	65.0%	56.8%	76.7%	12.8%
9053	Westview	K-6	307	55%	N/A	63.0%	67.0%	80.0%	56.5%	78.9%	25.2%
RCS (only) Totals and Averages			2,775	74%	N/A	68%	64%	57%	66%	81%	18.6%
D840	Seton Elementary	PK-6	241	14%	N/A	93.0%	87.0%	95.0%	54.0%	100.0%	7.5%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing English/Language Arts (5th Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	N/A	N/A	57.0%	28.0%	56.7%	72.0%	26.3%
8943	Paul C. Garrison	K-6	332	54%	N/A	N/A	75.0%	65.0%	82.7%	83.3%	11.1%
8947	Highland Heights	K-6	257	70%	N/A	N/A	82.0%	69.0%	78.9%	71.4%	-12.9%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	58.0%	74.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	N/A	N/A	72.0%	40.0%	72.4%	79.4%	10.3%
9013	Arthur M. Charles	K-6	373	52%	N/A	N/A	78.0%	61.0%	57.6%	60.0%	-23.1%
9014	Crestdale	K-6	364	77%	N/A	N/A	62.0%	63.0%	51.2%	75.0%	21.0%
9017	Fairview	K-6	306	85%	N/A	N/A	57.0%	53.0%	42.3%	68.9%	20.9%
9037	Starr	K-6	N/A	N/A	N/A	N/A	65.0%	78.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	52.9%	61.9%	
9045	Vaile	K-6	252	96%	N/A	N/A	50.0%	71.0%	64.7%	57.6%	15.2%
9053	Westview	K-6	307	55%	N/A	N/A	58.0%	76.0%	73.5%	66.7%	15.0%
RCS (only) Totals and Averages			2,775	74%	N/A	N/A	66%	65%	64%	69%	5.6%
D840	Seton Elementary	PK-6	241	14%	N/A	N/A	97.0%	91.0%	63.0%	92.0%	-5.2%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing English/Language Arts (6th Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	N/A	N/A	N/A	29.0%	82.8%	64.0%	120.7%
8943	Paul C. Garrison	K-6	332	54%	N/A	N/A	N/A	78.0%	82.0%	88.9%	14.0%
8947	Highland Heights	K-6	257	70%	N/A	N/A	N/A	63.0%	84.8%	86.8%	37.8%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	N/A	55.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	N/A	N/A	N/A	46.0%	36.7%	70.4%	53.0%
9013	Arthur M. Charles	K-6	373	52%	N/A	N/A	N/A	83.0%	68.0%	76.9%	-7.3%
9014	Crestdale	K-6	364	77%	N/A	N/A	N/A	56.0%	72.2%	60.0%	7.1%
9017	Fairview	K-6	306	85%	N/A	N/A	N/A	42.0%	53.3%	77.5%	84.5%
9037	Starr	K-6	N/A	N/A	N/A	N/A	N/A	76.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	59.3%	58.1%	
9045	Vaile	K-6	252	96%	N/A	N/A	N/A	46.0%	67.6%	82.4%	79.1%
9053	Westview	K-6	307	55%	N/A	N/A	N/A	63.0%	73.3%	85.4%	35.6%
RCS (only) Totals and Averages			2,775	74%	N/A	N/A	N/A	61%	66%	76%	25.4%
D840	Seton Elementary	PK-6	241	14%	N/A	N/A	N/A	85.0%	48.0%	94.3%	10.9%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing Math (3rd Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	38.0%	16.0%	42.0%	48.0%	63.9%	39.3%	3.4%
8943	Paul C. Garrison	K-6	332	54%	61.0%	77.0%	62.0%	73.0%	69.2%	79.5%	30.3%
8947	Highland Heights	K-6	257	70%	64.0%	40.0%	57.0%	56.0%	70.6%	82.6%	29.1%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	55.0%	57.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	67.0%	74.0%	61.0%	59.0%	62.5%	68.8%	2.7%
9013	Arthur M. Charles	K-6	373	52%	81.0%	67.0%	75.0%	69.0%	60.0%	73.2%	-9.6%
9014	Crestdale	K-6	364	77%	51.0%	71.0%	43.0%	56.0%	71.0%	64.3%	26.1%
9017	Fairview	K-6	306	85%	73.0%	66.0%	69.0%	55.0%	56.4%	83.8%	14.8%
9037	Starr	K-6	N/A	N/A	N/A	N/A	32.0%	56.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	52.0%	58.5%	
9045	Vaile	K-6	252	96%	73.0%	74.0%	73.0%	67.0%	66.7%	50.0%	-31.5%
9053	Westview	K-6	307	55%	74.0%	88.0%	83.0%	70.0%	64.3%	90.0%	21.6%
RCS (only) Totals and Averages			2,775	74%	68%	70%	61%	62%	64%	72%	6.3%
D840	Seton Elementary	PK-6	241	14%	80.0%	84.0%	69.0%	84.0%	50.0%	95.5%	19.4%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing Math (4th Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	N/A	41.0%	50.0%	35.0%	37.5%	42.3%	3.2%
8943	Paul C. Garrison	K-6	332	54%	N/A	76.0%	83.0%	84.0%	71.4%	86.0%	13.2%
8947	Highland Heights	K-6	257	70%	N/A	70.0%	56.0%	69.0%	71.4%	69.7%	-0.4%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	88.0%	50.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	N/A	78.0%	53.0%	67.0%	58.1%	65.6%	-15.9%
9013	Arthur M. Charles	K-6	373	52%	N/A	83.0%	72.0%	58.0%	80.8%	90.9%	9.5%
9014	Crestdale	K-6	364	77%	N/A	52.0%	65.0%	46.0%	51.5%	78.3%	50.6%
9017	Fairview	K-6	306	85%	N/A	63.0%	68.0%	63.0%	66.0%	74.5%	18.3%
9037	Starr	K-6	N/A	N/A	N/A	N/A	70.0%	52.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	44.9%	64.4%	
9045	Vaile	K-6	252	96%	N/A	70.0%	73.0%	51.0%	50.0%	70.0%	0.0%
9053	Westview	K-6	307	55%	N/A	70.0%	79.0%	78.0%	60.9%	86.8%	24.0%
RCS (only) Totals and Averages			2,775	74%	N/A	70%	71%	62%	62%	76%	8.5%
D840	Seton Elementary	PK-6	241	14%	N/A	82.0%	82.0%	75.0%	57.0%	76.5%	-6.7%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing Math (5th Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	N/A	N/A	50.0%	44.0%	50.0%	76.0%	52.0%
8943	Paul C. Garrison	K-6	332	54%	N/A	N/A	77.0%	83.0%	94.2%	88.1%	14.4%
8947	Highland Heights	K-6	257	70%	N/A	N/A	79.0%	77.0%	86.8%	81.0%	2.5%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	73.0%	78.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	N/A	N/A	84.0%	60.0%	82.8%	82.4%	-1.9%
9013	Arthur M. Charles	K-6	373	52%	N/A	N/A	88.0%	82.0%	75.8%	87.5%	-0.6%
9014	Crestdale	K-6	364	77%	N/A	N/A	64.0%	58.0%	65.9%	79.3%	23.9%
9017	Fairview	K-6	306	85%	N/A	N/A	59.0%	56.0%	69.2%	82.2%	39.3%
9037	Starr	K-6	N/A	N/A	N/A	N/A	55.0%	72.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	51.0%	78.0%	
9045	Vaile	K-6	252	96%	N/A	N/A	60.0%	71.0%	67.6%	60.6%	1.0%
9053	Westview	K-6	307	55%	N/A	N/A	59.0%	76.0%	79.6%	77.8%	31.9%
RCS (only) Totals and Averages			2,775	74%	N/A	N/A	70%	71%	75%	80%	14.1%
D840	Seton Elementary	PK-6	241	14%	N/A	N/A	90.0%	97.0%	56.0%	100.0%	11.1%

RICHMOND SCHOOLS ISTEP COMPARISON 2005-6 THROUGH 2010-11
Percent Passing Math (6th Grade)

School #	School Name	Grades	# Students (2009-10)	F & R % (2009-10)	2005-6 (Fall)	2006-7 (Fall)	2007-8 (Fall)	2008-9 (Fall)	2009-10 (Spring)	2010-11 (Spring)	% Improvement (For Period)
9018	Galileo Charter School	K-6	254	92%	N/A	N/A	N/A	58.0%	89.7%	72.0%	24.1%
8943	Paul C. Garrison	K-6	332	54%	N/A	N/A	N/A	88.0%	84.0%	88.9%	1.0%
8947	Highland Heights	K-6	257	70%	N/A	N/A	N/A	74.0%	81.8%	89.5%	20.9%
8953	Discovery School	K-8	N/A	N/A	N/A	N/A	N/A	64.0%	N/A	N/A	
9003	C. R. Richardson	K-6	240	97%	N/A	N/A	N/A	68.0%	73.3%	71.4%	5.0%
9013	Arthur M. Charles	K-6	373	52%	N/A	N/A	N/A	94.0%	84.0%	87.3%	-7.1%
9014	Crestdale	K-6	364	77%	N/A	N/A	N/A	67.0%	83.3%	75.0%	11.9%
9017	Fairview	K-6	306	85%	N/A	N/A	N/A	58.0%	60.0%	82.5%	42.2%
9037	Starr	K-6	N/A	N/A	N/A	N/A	N/A	71.0%	N/A	N/A	
9038	Elizabeth Starr Academy	PK-6	344	81%	N/A	N/A	N/A	N/A	72.2%	67.4%	
9045	Vaile	K-6	252	96%	N/A	N/A	N/A	65.0%	62.2%	67.6%	4.0%
9053	Westview	K-6	307	55%	N/A	N/A	N/A	69.0%	75.6%	82.9%	20.1%
RCS (only) Totals and Averages			2,775	74%	N/A	N/A	N/A	72%	75%	79%	10.3%
D840	Seton Elementary	PK-6	241	14%	N/A	N/A	N/A	89.0%	65.0%	94.3%	6.0%

Statistical Overview of Current Charter Period: Data Charts

Requested Data		Year 1 2005-06	Year 2 2006-07	Year 3 2007-08	Year 4 2008-09	Year 5* 2009-10	Year 6 2010-11
Enrollment:							
Enrollment by grade:							
Grade K	Approved						
	Actual	37	39	36	45	38	51
Grade 1	Approved						
	Actual	37	46	40	46	37	37
Grade 2	Approved						
	Actual	31	28	47	39	35	31
Grade 3	Approved						
	Actual	37	30	33	47	39	33
Grade 4	Approved						
	Actual	5	36	32	37	41	28
Grade 5	Approved	0	0				
	Actual	0	0	33	32	32	31
Grade 6	Approved	0	0	0			
	Actual	0	0	0	24	32	29
Grade 7	Approved	0	0	0	0	0	0
	Actual	0	0	0	0	0	0
Grade 8	Approved	0	0	0	0	0	0
	Actual	0	0	0	0	0	0
Grade 9	Approved	0	0	0	0	0	0
	Actual	0	0	0	0	0	0
Grade 10	Approved	0	0	0	0	0	0
	Actual	0	0	0	0	0	0
Grade 11	Approved	0	0	0	0	0	0
	Actual	0	0	0	0	0	0
Grade 12	Approved	0	0	0	0	0	0
	Actual	0	0	0	0	0	0
# of Applications in Lottery (Previous Spring of each year)							
Grade K		0	0	0	0	0	0
Grade 1		0	0	0	0	0	0
Grade 2		0	0	0	0	0	0
Grade 3		0	0	0	0	0	0
Grade 4		0	0	0	0	0	0
Grade 5		0	0	0	0	0	0
Grade 6		0	0	0	0	0	0
Grade 7		0	0	0	0	0	0
Grade 8		0	0	0	0	0	0
Grade 9		0	0	0	0	0	0
Grade 10		0	0	0	0	0	0
Grade 11		0	0	0	0	0	0
Grade 12		0	0	0	0	0	0
Gender Enrolled							
Grade K	Male	17	18	14	23	17	28
	Female	20	21	21	22	21	23
Grade 1	Male	16	18	19	17	18	18
	Female	21	22	21	30	19	19

* Year 5 information will be updated prior to the site visit. Please include any data for Year 5 available at the time.

Requested Data	Year 1 2005-06	Year 2 2006-07	Year 3 2007-08	Year 4 2008-09	Year 5* 2009-10	Year 6 2010-11
Grade 2 Male Female	18	13	18	22	12	13
	13	22	29	18	22	18
Grade 3 Male Female	24	17	10	19	18	16
	18	13	23	27	19	17
Grade 4 Male Female	0	17	16	11	19	13
	0	19	16	27	22	15
Grade 5 Male Female	0	0	13	18	13	15
	0	0	21	14	19	16
Grade 6 Male Female	0	0	0	12	24	18
	0	0	0	12	9	11
Grade 7 Male Female	0	0	0	0	0	0
	0	0	0	0	0	0
Grade 8 Male Female	0	0	0	0	0	0
	0	0	0	0	0	0
Grade 9 Male Female	0	0	0	0	0	0
	0	0	0	0	0	0
Grade 10 Male Female	0	0	0	0	0	0
	0	0	0	0	0	0
Grade 11 Male Female	0	0	0	0	0	0
	0	0	0	0	0	0
Grade 12 Male Female	0	0	0	0	0	0
	0	0	0	0	0	0
Discipline:						
Number of in-school suspensions (for the possession of alcohol, drugs or weapons)	0	0	0	0	0	0
Number of out-of-school suspensions (for the possession of alcohol, drugs or weapons)	0	0	0	0	0	0
# of students suspended for any reason	0	15	4	17	5	56
Number of expulsions	0	0	0	0	0	0
#Homeless Students	0	0	0	0	0	0
Retention Rates:						
# and % of Students returning from the previous year	0	109/61%	128/58%	165/61%	174/69%	141/58.5
# and % of Teachers returning	0	1/13%	7/7%	9/75%	13/93%	
Student/Teacher Ratio	18:1	18:1	18:1	19:1	18:1	
Staffing:						
# Uncertified teachers	3	0	0	0	0	0
# Paraprofessionals	2	1	3	4	7	
Total # of teachers who are certified employees	6	10	14	17	18	
Changes in staffing numbers	0	+4	+10	+3	+2	
Attendance:						
Average daily attendance rate	95.13	95.37	95.92	95.30	95.37	95.21

Requested Data	Year 1 2005-06		Year 2 2006-07		Year 3 2007-08		Year 4 2008-09		Year 5* 2009-10		Year 6 2010-11	
Demographics (Include the number and percentage of Student Population):	#	%	#	%	#	%	#	%	#	%	#	%
White	65	44.21	72	40	68	30.76	90	33.08	96	38.09	82	34.02
Black	37	25.17	51	28.33	83	37.55	82	30.14	75	29.76	64	26.5
Hispanic	11	7.48	13	7.22	11	4.97	19	6.98	22	8.73	39	16.18
Asian	1	.68	2	1.11	2	0.9	3	1.1	0	0	0	0
Native American	1	.68	1	.55	1	0.45	1	.36	0	0	0	0
Multiracial	32	21.76	41	22.22	56	25.33	75	27.57	61	24.2	55	22.8
Free Lunch	98	67	110	62	161	73	211	78	216	85	214	88.79
Reduced Lunch	15	10.2	19	11	17	8	20	7	17	7	11	4.56
Special Education	31	21.1	38	21.2	44	19.9	44	16.3	37	14.6	27	11.2
Average class size												
High Ability	0	0	0	0	0	0	0	0	0	0	0	0
Remediation	0	0	0	0	0	0	0	0	0	0	0	0
English Language Learners	6	4.1	11	6.1	12	5.4	11	4.1	22	8.7	42	17.42
Alternative Education (Secondary)	0	0	0	0	0	0	0	0	0	0	0	
Career and Technical Education (Secondary)	0	0	0	0	0	0	0	0	0	0	0	
Funding:												
Expenditures per pupil	9565		7573		8142		7976		8888			
Average Teacher salary	34269		34291		33106		34195		34761			
Remediation Funding	1115		2592		6345		9768		5668			
Mobility:												
Interdistrict mobility rate (if information is available)	0		0		0		0		0		0	
Intradistrict mobility rate (if information is available)	0		0		0		0		0		0	
Diploma Types:	#	%	#	%	#	%	#	%	#	%	#	%
Academic Honors	0	0	0	0	0	0	0	0	0	0	0	0
Core 40	0	0	0	0	0	0	0	0	0	0	0	0
Career and Technical Programs	0	0	0	0	0	0	0	0	0	0	0	0
International Baccalaureate	0	0	0	0	0	0	0	0	0	0	0	0
Secondary Programs:												
Percentage of students who pursue higher education	0		0		0		0		0		0	
Graduation rate	0		0		0		0		0		0	
Advanced Placement: % of students scoring a	0		0		0		0		0		0	
Three (3)	0		0		0		0		0		0	
Four (4)	0		0		0		0		0		0	
Five (5)	0		0		0		0		0		0	
SAT:												
# of Students who took SAT	0		0		0		0		0		0	
# of Graduates	0		0		0		0		0		0	
% of Graduates taking SAT	0		0		0		0		0		0	
Average Composite (Math & Verbal)	0		0		0		0		0		0	
Average SAT Math Score	0		0		0		0		0		0	
Average SAT Verbal Score	0		0		0		0		0		0	

Requested Data	Year 1 2005-06	Year 2 2006-07	Year 3 2007-08	Year 4 2008-09	Year 5* 2009-10	Year 6 2010-11
Average SAT Writing Score	0	0	0	0	0	0
The percent of grade 8 students enrolled in Algebra I	0	0	0	0	0	0
Number of students work permits revoked	0	0	0	0	0	0
Number of students driver's license revoked	0	0	0	0	0	0
Number of students not advanced to grade 10 due to a lack of completed credits	0	0	0	0	0	0
Elementary Programs:						
The percentage of grade three (3) students reading at grade 3 level						
AYP						
English Performance						
All Students	0	47.5	60	43.4	69.8	65
Black	0	0	0	43.6	59.5	51
Hispanic	0	0	0	0	0	0
Free/Reduced	0	42.5	65.4	40.2	69.9	65.6
LEP	0	0	0	0	0	0
English Participation						
All Students	0	59	80	122	116	103
Black	0	0	0	39	37	33
Hispanic	0	0	0	0	0	0
Free/Reduced	0	40	52	97	103	96
LEP	0	0	0	0	0	0
Math Performance						
All Students	0	35	50	44.6	56.9	58.3
Black	0	0	0	41	43.2	48.5
Hispanic	0	0	0	0	0	0
Free/Reduced	0	36.6	53.8	0	56.3	0
LEP	0	0	0	41.2	0	59.4
Math Participation						
All Students	0	59	80	122	116	103
Black	0	0	0	39	37	33
Hispanic	0	0	0	0	0	0
Free/Reduced	0	40	52	97	103	96
LEP	0	0	0	0	0	0
ISTEP						
Math						
Students Tested	60	80	122	119	119	101
Overall Passing Percentage	35	50	44.3	40.3	60.5	57.4
Median Growth	28.5	67	38	30	54	55.5
Category or Quadrant (Growth/Achievement)	Lower Lower	Higher Lower	Lower Lower	Lower Lower	Higher Lower	Higher Lower
English						
Students Tested	59	80	123	119	119	100
Overall Passing Percentage	47.5	60	43.1	51.3	68.9	65

Requested Data	Year 1 2005-06	Year 2 2006-07	Year 3 2007-08	Year 4 2008-09	Year 5* 2009-10	Year 6 2010-11
Median Growth	40.5	60	34	48	66.5	62
Category or Quadrant (Growth/Achievement)	Lower Lower	Higher Lower	Lower Lower	Lower Lower	Higher Lower	Higher Lower
Percentage Passing ISTEP	23.08	23.08	37.76	32.37	54.84	50.49
Number of Students Tested						
Grade K	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0
Grade 3	37	31	33	46	41	36
Grade 4	5	29	32	37	32	32
Grade 5	0	7	28	32	32	30
Grade 6	0	0	6	24	24	30
Grade 7	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0
Grade 9	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0
Percent Passing E/LA						
Grade K	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0
Grade 3	40.5	38.7	54.5	56.5	51.2	71.3
Grade 4	***	44.8	46.9	56.8	53.1	70.97
Grade 5	0	0	57.1	28.1	53.1	72
Grade 6	0	0	0	29.2	41.7	64
Grade 7	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0
Grade 9	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0
Percent Passing Math						
Grade K	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0
Grade 3	37.8	16.1	42.4	47.8	39	39.29
Grade 4	40	41.4	50	35.1	34.4	42.31
Grade 5	0	0	50	43.8	31.3	76
Grade 6	0	0	0	58.3	54.2	72
Grade 7	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0
Grade 9	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0
Percent Passing Both						
Grade K	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0
Grade 3	24.3	12.9	39.4	39.1	36.6	39.29

Requested Data	Year 1 2005-06	Year 2 2006-07	Year 3 2007-08	Year 4 2008-09	Year 5* 2009-10	Year 6 2010-11
Grade 4	20	31	34.4	35.1	28.1	40
Grade 5	0	0	42.9	21.9	28.1	64
Grade 6	0	0	0	29.2	29.2	60
Grade 7	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0
Grade 9	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0
PL221 Data						
Performance	No data	41.2	53	44.1	65.2	62.3
Improvement	No data	10.6	18.2	7.4	17	11.8
Category	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
NWEA						
Percent of students meeting reading growth target		57	57.1	53.8	68	50
Percent of students meeting language arts growth target		63	53.8	59.5	73.7	58.6
Percent of students meeting math growth target		63	53.8	50.4	69	52.7

Clusters	BSU	Earlham
	Cardinals	Quakers
	m107	m108
7:30 - 7:50	Mentoring Block	Mentoring Block
7:50 - 7:55	Transition	Transition
7:55 - 9:25	Reading	math
9:25 - 9:30	Transition	Transition
9:35- 10:35	Math	reading
10:35 - 10:40	Transition	Transition
10:40 - 11:10	lunch	lunch
11:10 - 11:40	Recess	Recess
11:40 - 11:45	Transition	Transition
11:40 - 12:10	Math	reading
12:10 - 12:15	Transition	Transition
12:15 - 1:45	Language Arts	STEM
1:45 - 1:50	Transition	Transition
1:50 - 3:00	STEM	language arts
Dismiss from last period		

30 minutes in transition
20 minutes in mentoring

Technology would be driven by students needs and would incorporate:
Science
Social Studies
Enrichment in Reading and Math if necessary
Would be when the students take their assessments (NWEA, Acuity, Mclass, etc.)

A heavy collarborative environment would be necessary

The uninterrupted reading block would be the green reading times so this allows for more ease of pulling students for RtI
These teachers will not pull recess duty to ensure fairness with the P.E. / Health rotation schedule

Clusters	IU - East	Purdue
	Red Wolves	Boilermakers
	m105	m106
7:30 - 7:50	Mentoring Block	Mentoring Block
7:50 - 7:55	Transition	Transition
7:55 - 9:25	Language Arts	STEM
9:25 - 9:30	Transition	Transition
9:35- 10:35	STEM	language arts
10:35 - 10:40	Transition	Transition
10:40 - 11:10	recess	recess
11:10 - 11:40	lunch	lunch
11:40 - 11:45	Transition	Transition
11:40 - 12:10	STEM	language arts
12:10 - 12:15	Transition	Transition
12:15 - 1:45	reading	math
1:45 - 1:50	Transition	Transition
1:50 - 3:00	math	reading

Clusters	College Name	College Name	College Name
	Mascot	Mascot	Mascot
	m103	m101	m104
7:30 - 7:50	Mentoring Blo	Mentoring Bloc	Mentoring Block
7:50 - 7:55	Transition	Transition	Transition
7:55 - 9:55	Reading	Math	STEM & LA
9:55 - 10:00	Transition	Transition	Transition
10:00 - 11:40	math	STEM & LA	Reading
11:40 - 11:45	Transition	Transition	Transition
11:45 - 12:15	2nd grade lunch / 3rd recess		
12:15 - 12:45	3rd grade lunch / 2nd grade recess		
12:45 - 12:50	Transition	Transition	Transition
12:50 - 1:10	math	STEM & LA	reading
1:10 -1:15	Transition	Transition	Transition
1:15 - 3:00	STEM & LA	Reading	math

Clusters	College Name Mascot room 4	College Name Mascot room 3	College Name Mascot room 5	Clusters	College Name Mascot sixth Grade	College Name Mascot 7 - 8 Grade	Clusters
8:30 - 8:50	Mentoring Block	Mentoring Bloc	Mentoring Block	8:30 - 8:50	Mentoring Block	Mentoring Block	8:30 - 8:50
8:50 - 8:55	Transition	Transition	Transition	8:50 - 8:55	Transition	Transition	8:50 - 8:55
8:55 - 10:55	STEM and LA	Reading	Math	8:55 - 10:25	Reading	STEM	8:55 - 10:25
10:55 - 11:00	Transition	Transition	Transition	10:25 - 10:30	Transition	Transition	10:25 - 10:30
11:00 - 12:10	Reading	Math	STEM and LA	10:35- 12:05	math	math	10:35- 12:05
12:10 - 12:15	Transition	Transition	Transition	12:05 - 12:10	Transition	Transition	12:05 - 12:10
12:15 - 12:45	4th recess / 5th lunch			12:10 - 1:10	language arts	reading	12:10 - 12:40
12:45 - 1:15	5th recess / 4th lunch			1:10 - 1:15	Transition	Transition	12:40 - 1:10
1:15 - 2:05	Reading	Math	STEM and LA	1:15 - 1:45	lunch	lunch	1:10 - 1:15
2:05 - 2:10	Transition	Transition	Transition	1:45 - 2:15	Recess	study hall	1:15 - 2:45
2:10 - 4:00	Math	STEM and LA	Reading	2:15 - 2:20	Transition	Transition	2:45 - 2:50
				2:20 -2:50	language arts	reading	2:50 - 4:00
Dismiss from last period				2:50 - 2:55	Transition	Transition	
	** Depending on Enrollment numbers			2:55 - 4:00	STEM	language arts	
	30 minutes in transition						Dismiss from last period
	20 minutes in mentoring						

Technology would be driven by students needs and would incorporate:

Science

Social Studies

Enrichment in Reading and Math if necessary

Would be when the students take their assessments (NWEA, Acuity, Mclass, etc.)

A heavy collaborative environment would be necessary

The uninterrupted reading block would be the green reading times so this allows for more ease of pulling students for RtI

These teachers will not pull recess duty to ensure fairness with the P.E. / Health rotation schedule

Parent Communication Calendar – Dates

Wednesday Folders

August 24

August 31

September 7

September 14

September 21

September 28

October 5

October 12

October 19

November 2

November 9

November 16

November 30

December 7

December 14

January 4

January 11

January 18

January 25

February 1

February 8

February 15

February 22

February 29

March 7

March 14

March 21

March 28

April 11

April 18

April 25

May 2

May 9

May 16

May 23

May 30

June 6

Monthly Calendar Reminder – from office

August 24
September 7
October 5
November 2
December 7
January 4
February 1
March 7
April 11
May 2

Lunch Menu/Calendar – Nurse Diane

August 31 – September's
September 28 – October's
October 26 – November's
November 30 – December's
January 4 – January's
January 25 – February's
February 29 – March's
March 28 – April's
April 25 – May's
May 30 – June's

Classroom Newsletter - Biweekly

August 24
September 7
September 21
October 5
October 19
November 2
November 16
November 30
December 14
January 4
January 18
February 1
February 15
February 29
March 14
March 28
April 11
April 25
May 9
May 23

Progress Reports – Biweekly

August 31
September 14
September 28
October 12
October 26
November 9
December 7
January 11
January 25
February 8
February 22
March 7
March 21
April 18
May 2
May 16
May 30

Quarterly School Newsletter

October 19
January 13
March 22
May 31

Nurse Newsletter - Bimonthly

October 5
December 7
February 1
April 11

Student Led Parent Teacher Conference Notices

October 12
January 11
March 14
May 23

Reminders of Schedule Changes

No School/Breaks/Early Dismissals

August 31 – Labor Day - Monday, September 5
August 31 – Early Dismissal –Tuesday, September 6
September 28 – Early Dismissal – Tuesday, October 4
October 19 – Fall Break – October 27 – 28
October 19 – Early Dismissal – Tuesday, November 1
November 16 – Thanksgiving Break – November 24-25
November 30 – Early Dismissal – December 6
December 14 – Christmas Break – December 19 – January 2
December 14 – Early Dismissal – Tuesday, January 3
January 11 – Martin Luther King Jr. – Monday, January 16
February 1 – Early Dismissal – Tuesday, February 7
February 15 – President’s Day – Monday, February 20
March 14 – Early Dismissal – Tuesday, March 20
March 28 – Spring Break – April 2 – April 6
May 9 – Early Dismissal – Tuesday, May 15
May 23 – Memorial Day – Monday, May 28
May 30 – Early Dismissal – Tuesday, June 5
May 30 – Graduation – Wednesday, June 6
May 30 – Last Day of School/Field Day – June 7

GALILEO CHARTER SCHOOL PLANNING CALENDAR



2011-2012

School Calendar

Galileo Charter School will be open for a 185 day school year. The hours of instructional time will vary with the grade level of the students:

- Kindergarten, first and second grade students will be in attendance for 6.5 hours of instructional time per school day;
- Grades 3-6 will have 6.5 hours of instruction per school day.

These levels of daily instructional time exceed the requirements under Indiana law. However, the above instructional time does not reflect the additional after school reading, and individualized tutoring time the students will be receiving at Galileo Charter School.

a. Dates of Operation of the Charter School

First day of instruction: August 16, 2011
 Last day of Instruction: June 7, 2012
 Total number of instructional days: 185 days
 Total number of instructional hours:
 K-2 = 6.5
 3-6 = 6.5

b. School Day Schedule

Time the school day will begin: N - 7:30 AM S - 8:30 AM
 Time the school day will end: 3:00 PM 4:00 PM
 Number of minutes of instruction per day:
 K-2 = 390
 3-6 = 390

GALILEO SCHEDULE BREAKDOWN

	START DATE	END DATE
Staff Orientation Training	08/1/11	8/15/11
1 st Quarter (46 Ins. Days)	8/16/11	10/19/11
2 nd Quarter (46 Ins. Days)	10/20/11	1/13/12
3 rd Quarter (46 Ins. Days)	1/17/12	3/22/12
4 th Quarter (47 Ins. Days)	3/26/12	6/7/12
Student Led Parent Teacher Conferences (no school)	10/21/11	1/20/12
Student Led Parent Teacher Conferences (no school)	3/23/12	6/1/12
Holidays – No School		

july						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

august						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						12

september						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						21

october						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					18

november						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						20

december						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						12

january						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						19

february						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			
						20

march						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						31
						21

april						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16

may						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						22

june						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						4

Assessment Calendar

SY 2011 – 2012

Grades K - 6

<u>Month</u>	<u>Name of Assessment</u>	<u>Grades</u>	<u>Assessment Window Begins</u>	<u>Assessment Window Ends</u>	<u>Proposed GCS test Dates</u>
August	Mclass: Reading	K-2	8/22	9/19	8/29 – 9/2
	NWEA: Primary Map 2 reading tests 2 math tests	K, 1	8/15	11/30	8/22 – 8/26
	NWEA: Map survey with Goals Reading, Math, LA	2 - 6	8/15	11/30	8/22 – 8/26
September	mCLASS: Math	K-2	9/12	10/7	9/12 – 9/23
	Acuity Predictive A ELA / math	3 – 6	9/26	10/7	9/26 – 10/7
October	NAEP Long-term trend		10/10	12/16	**Whatever we are mandated to participate in
November	Acuity Predictive B ELA / Math	3-6	11/28	12/9	11/28 – 12/9
December	NWEA: Primary Map 2 reading tests 2 math tests	K, 1	12/1	2/28	12/1 – 12/15
	NWEA: Map survey with Goals Reading, Math, LA	2 – 6	12/1	2/28	12/1 – 12/15
January	mCLASS: Reading 3D	K-2	1/9	2/3	1/9 – 1/20
	LAS Links	k-6	1/18	2/24	1/18 – 2/1
	NAEP		1/9	3/16	**whatever we are mandated to participate in
	mCLASS Math	k-2	1/30	2/24	1/30 – 2/13
February	Acuity Predictive C SC / SS	3-6	2/1	2/15	2/1 – 2/15

	Acuity Predictive C ELA / Math	3-6	2/8	2/23	2/8 – 2/23
March	ISTAR	k-6	3/1	4/30	** only if applicable
	ISTEP Applied Skills	3-6	3/5	3/14	3/5 – 3/14
	IREAD 3	3	3/19	3/21	3/19 – 3/21
	NAEP Long-term Trend		3/19	5/25	** whatever we are mandated to participate in
	NWEA: Primary Map 2 reading tests 2 math tests	K, 1	3/1	6/15	5/22 – 6/1
	NWEA: Map survey with Goals Reading, Math, LA	2 - 6	3/1	6/15	5/22 – 6/1
April	ISTEP+ Multiple-Choice Test	3-6	4/30	5/9	4/30 – 5/9
	IMAST	3-6	4/30	5/9	4/30 – 5/9
	mCLASS: Reading 3D	k-2	4/16	5/11	4/16 – 4/27
	mCLASS: Math	k-2	4/30	5/25	4/30 – 5/11
May					
June	NWEA: Primary Map 2 reading tests 2 math tests	K, 1	6/16	8/14	** for summer school
	NWEA: Map survey with Goals Reading, Math, LA	2 - 6	6/16	8/14	** for summer school

Course Overview

Reading and Literature, Kindergarten, a course based on *Indiana's Academic Standards for English/Language Arts*, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in interest- and age-appropriate content. Students experience the enjoyment of reading. They retell familiar stories and talk about stories that someone read to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to picture books and general fiction, nursery rhymes or songs, folktales, plays, alphabet books, nonfiction picture books (science, social studies, mathematics and other subjects), beginner's dictionaries, and online information. Students show an interest in books for enjoyment.

Language Arts, Kindergarten, a course based on *Indiana's Academic Standards for English/Language Arts*, is integrated instruction emphasizing writing, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students experience the enjoyment of using language to interact with others. Using art, music, movement, drama, oral language, beginning reading, and beginning writing, students respond to classic and contemporary literature. They participate in classroom or group language arts experiences. They discuss ideas and tell stories for someone to write down, and they begin to write and draw pictures for other readers. They begin to learn the rules of Standard English and more about communicating with others. Students listen to stories read aloud to them and draw or write independently for enjoyment.

Scope and Sequence

Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 2	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 3	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 4	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Language 6. Speaking and Listening

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

The educational professionals and practitioners who created these curriculum maps respect that best practices in English/Language Arts instruction predicate that skills and content be revisited and developed throughout an academic year.

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

English Language Arts
Grade K, Duration 1 Year

Therefore, many skills will be introduced during this quarter, but not all are expected to be mastered. You can find mastery skills for this quarter listed under each topic.

Big Ideas

- 1a. Readers understand there are parts of a book.
- 1b. Readers make connections to text.
2. Letters give print meaning.
3. Learners develop a natural curiosity about the world around them.
4. Writers generate ideas from personal experiences.
5. Good communicators listen to others, talk clearly, and respond appropriately.

Essential Questions

1. How do I become a good reader?
2. What's the big deal about letters?
3. How do I learn about my world?
4. How do I become a good writer?
5. How do I talk about what I know?

Vocabulary

book, front, back, title page, first, last, letter, word, page, track, point, text, left, right, top, bottom, return sweep, information, scribble, capital, uppercase, lowercase, read, reader, discuss, story, favorite, locate, title, conclusion, prediction, respond/tell, question, idea, write, topic, category, draw, purpose, group, item, sort, sign, symbol, read aloud, conversation, alphabet, spacing, letter formation, understand, directions, sentence, experience, creative, period, same, different

Resources

Curriculum Framework resources from the Indiana DOE website have been attached as a tool to teach the targets within this quarter. Other various links with resources have also been attached.

Assessments

Assessment options from the Indiana DOE Curriculum Framework have been attached as a tool for evaluating student learning. These documents all begin with the word "Assessment."

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

English Language Arts
Grade K, Duration 1 Year

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Mastery Targets for this Quarter:

K.1.1 a K.1.4 & K.1.5 a K.1.17 a, b, c, d

Learning Targets

K.1.17 a. Recognize own name in isolation.

K.1.17 b. Recognize own name in a variety of contexts.

A variety of contexts would include locating their name within text, locate their name among other names on a chart, locating their cubby by finding their name, etc.

K.1.17 c. State the letters in own name in proper order.

K.1.17 d. Write letters of own name in proper order.

K.1.1 a. Identify book features by pointing.

Examples might include front cover, back cover, the title page, etc.

K.1.4 & K.1.5 a. Distinguish letters from scribbles/non-letters.

K.1.4 & K.1.5 b. Locate a letter on a printed page within text.

K.1.4 & K.1.5 c. Recognize that letters are placed together to form words.

K.1.2 a. Locate on a printed page where you start reading.

K.1.2 b. Track text with finger on a printed page from left to right.

K.1.2 c. Track text with finger from one line of printed page to the next line on the same printed page (return sweep).

K.1.3 a. Recognize that printed materials provide information.

K.1.6 a. Name all capital/uppercase and lowercase letters of the alphabet in random order.

K.1.15 a. Read one-syllable and high frequency words by sight.

High-frequency words (sight words) are currently left up to the discretion of the individual teacher and/or school. These can be taken from adopted curriculum materials and/or other district approved resources.

TOPIC: Reading Literature

Description

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas

Mastery Targets for this Quarter:

None

Learning Targets

K.3.4 a. Discuss favorite books and stories.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Mastery Targets for this Quarter:
None

Learning Targets

K.2.2 b. Make predictions using pictures and story context.

K.2.1 a. Locate the title of a book.

K.2.2 a. Present conclusions using pictures and story context.

K.2.3 & K.3.5 b. Respond to who, what, and where questions to gain understanding.

TOPIC: Writing

Description

- Text types and purposes
- Production and distribution of writing
- Research to build and present knowledge

Mastery Targets for this Quarter:
None

Learning Targets

K.4.8 a. Organize and classify information into a variety of categories.

Some categories might include" how things move?; how we get to school?; what is your favorite color? Students should be able to provide an explanation of how items were categorized.

K.4.3 a. Write stories using pictures, letters, and words.

K.4.2 a. Tell a story orally for dictation.

K.4.6 b. Ask "why" questions about a topic of interest.

K.4.6 a. Ask "how" questions about a topic of interest.

K.4.1 a. State ideas to include in a story.

K.5.1 a. Draw pictures for a specific purpose.

Students should be able to draw pictures for particular purposes and/or topics. Ex. Draw a picture about Christmas, Draw a picture about our field trip to the zoo, etc.

K.5.2 a. Draw pictures for a specific audience.

Audiences might include classroom volunteers, school administrators, special guests, community works, etc.

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

English Language Arts
Grade K, Duration 1 Year

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Mastery Targets for this Quarter:

K.1.21 & K.2.4 a, b

Learning Targets

K.1.21 & K.2.4 b. State the meanings of common signs and symbols that exist in our environment.

K.1.21 & K.2.4 a. State the meanings of common signs and symbols that help us function in society.

K.1.20 b. State items that belong in a category.

An example includes that when given the category of 'foods', students can state that pizza, ice cream, and apples belong in this group.

K.1.22 a. Incorporate vocabulary from read alouds into everyday conversation.

Teachers might choose vocabulary words from an adopted curriculum and/or daily read alouds. Students should be encouraged to use these words in their daily conversations and teachers may choose to use a checklist to verify that students are using the vocabulary.

K.1.20 a. State a category for a group of items.

An example includes looking at a square, rectangle, and circle and stating that these are shapes.

K.6.1 a. Write capital letters of the alphabet with proper spacing.

K.6.1 b. Write capital letters of the alphabet with correct shaping.

K.6.1 c. Write lowercase letters of the alphabet with proper spacing.

K.6.1 d. Write lowercase letters of the alphabet with correct shaping.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Mastery Targets for this Quarter:

K.7.1 a,b

Learning Targets

K.7.2 a. Speak in complete, coherent sentences.

Students share random thoughts that can be understood by others. Ex. "I like the color blue. I have a goldfish. My name is Bob."

K.7.1 a. Understand and follow one-step spoken directions.

K.7.1 b. Understand and follow two-step spoken directions.

K.7.4 a. Recite short poems, rhymes, and songs from memory.

K.7.5 a. Tell an experience or creative story in a logical sequence.

UNIT: Quarter 2 -- 9 Week(s)

Description

The educational professionals and practitioners who created these curriculum maps respect that best practices in English/Language Arts instruction predicate that skills and content be revisited and developed throughout an academic year.

Therefore, many skills will be introduced during this quarter, but not all are expected to be mastered. You can find mastery skills for this quarter listed under each topic.

Big Ideas

- 1a. Readers **apply** book awareness skills.
- 1b. Readers make connections to text.

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

- 1c. People use readings skills to become good readers.**
- 2a. Letters give print meaning.
- 2b. Letter sounds help me read and make sense of words (decode).**
- 3a. Learners gather information from a variety of sources.**
- 3b. Learners make connections with learned information.**
- 4a. Writers communicate in a variety of ways.**
- 4b. People use writing skills to become good writers.**
- 5. Good communicators listen to others and talk clearly **with learned vocabulary.**
- 6. Learners share what they learn to help others.**

Essential Questions

- 1. How do I become a good reader?
- 2. What's the big deal about letters and sounds?
- 3. How do I learn about my world?
- 4. How do I become a good writer?
- 5. How do I talk about what I know?
- 6. How do I use what I learn at school?**

Vocabulary

In addition to words from Quarter 1...

rhyming, letter sound, speak, syllable, consonant, sight word, same, different, hear, middle, blend, vowel, replace/substitute, sound pattern, author, respond, answer, illustrator, include, interest, source, independently, organize, chart, classify, vocabulary, correct, describe, attribute, characteristic, poem, rhyme, memory, sequence

Resources

Curriculum Framework resources from the Indiana DOE website have been attached as a tool to teach the targets within this quarter. Other various links with resources have also been attached.

Assessments

Assessment options from the Indiana DOE Curriculum Framework have been attached as a tool for evaluating student learning. These documents all begin with the word "Assessment."

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Mastery Targets for this Quarter:

K.1.1 b K.1.2 a K.1.4 & K.1.5 c, b, e K.1.7 a, b K.1.8 & K.1.11 a, b K.1.13 a

Learning Targets

K.1.4 & K.1.5 b. Locate a letter on a printed page within text.

K.1.1 b. Identify book features orally.

Examples might include front cover, back cover, and the title page of a book.

K.1.4 e. Recognize that words are used to create sentences.

K.1.4 & K.1.5 d. Locate a word on a printed page within text.

K.1.7 a. Listen to two or three sounds and state whether they are the same or different.

K.1.8 & K.1.11 a. Listen to words with at least one vowel and state the beginning sound.

K.1.8 & K.1.11 b. Listen to words with at least one vowel sound and state the ending sound.

K.1.4 & K.1.5 c. Recognize that letters are placed together to form words.

K.1.7 b. Listen to two or three sounds and state how many sounds you hear.

K.1.13 a. Define the term syllable.

K.1.13 b. Count and state the number of syllables in words.

K.1.2 a. Locate on a printed page where you start reading.

K.1.4 f. Locate a sentence on a printed page within text.

K.1.7 c. Listen to two or three sounds and repeat the sounds heard in the order they were given.

K.1.10 a. State corresponding rhyming words in response to an oral prompt.

Students should be able to state a series of words that rhyme with a given word. Ex., Teacher says "cat", students says "hat, bat, fat".

K.1.9 b. Identify, orally, sounds that are heard in cvc words.

K.1.12 b. Listen to spoken words and state the individual sounds in words.

K.1.6 a. Name all capital/uppercase and lowercase letters of the alphabet in random order.

K.1.14 & K.4.4 a. Listen to a consonant sound and state the corresponding letter.

K.1.8 c. Listen to words with at least one vowel sound and substitute, orally, the beginning sound to make a new word.

K.1.2 b. Track text with finger on a printed page from left to right.

K.1.2 c. Track text with finger from one line of printed page to the next line on the same printed page (return sweep).

K.1.9 a. Listen to cvc sound patterns and blend these sounds together to state words.

K.1.3 a. Recognize that printed materials provide information.

K.1.15 a. Read one-syllable and high frequency words by sight.

High-frequency words (sight words) are currently left up to the discretion of the individual teacher and/or school. These can be taken from adopted curriculum materials and/or other district approved sources.

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

English Language Arts
Grade K, Duration 1 Year

TOPIC: Reading Literature

Description

This includes:

- key ideas and details
- craft and structure
- integration of knowledge and ideas

Mastery Targets for this Quarter:

None

Learning Targets

K.3.4 a. Discuss favorite books and stories.

K.3.2 a. Define the terms beginning, middle, and end as it relates to a story sequence.

K.3.2 b. Retell the beginning, middle, and end of familiar stories.

K.3.1 a. Define the terms: fantasy (fiction) and reality (nonfiction).

TOPIC: Reading Informational Text

Description

This includes:

- Key Ideals and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Mastery Targets for this Quarter:

K.2.1 a

Learning Targets

K.2.1 a. Locate the title of a book.

K.2.1 b. Locate the name of the author in a book.

K.2.1 c. State the purpose of a book title.

K.2.2 b. Make predictions using pictures and story context.

K.2.2 a. Present conclusions using pictures and story context.

K.2.3 & K.3.5 b. Respond to who, what, and where questions to gain understanding.

TOPIC: Writing

Description

- Text types and purposes
- Production and distribution of writing
- Research to build and present knowledge.

Mastery Targets for this Quarter:

K.4.2 a K.4.5 a,b K.4.7 a K.4.8 a K.5.1 a K.5.2 a

Learning Targets

K.4.8 a. Organize and classify information into a variety of categories.

Some categories might include" how things move?; how we get to school?; what is your favorite color? Students should be able to provide an explanation of how items were categorized.

K.4.2 a. Tell a story orally for dictation.

K.5.1 a. Draw pictures for a specific purpose.

Students should be able to draw pictures for particular purposes and/or topics. Ex. Draw a picture about Christmas, Draw a picture about our field trip to the zoo, etc.

K.4.5 a. Write by moving from left to right.

K.4.5 b. Write by moving from top to bottom.

K.5.2 a. Draw pictures for a specific audience.

Audiences might include classroom volunteers, school administrators, special guests, community works, etc.

K.4.7 a. Define the terms "information" and "source."

K.4.1 a. State ideas to include in a story.

K.4.3 a. Write stories using pictures, letters, and words.

K.4.6 b. Ask "why" questions about a topic of interest.

K.4.6 a. Ask "how" questions about a topic of interest.

K.4.7 b. Listen to or independently read for information.

K.5.1 b. Write words for a specific purpose.

Students should be able to write words for particular purposes and/or topics. Ex. Write about your favorite spring time activity, Write about what you like to do for fun, etc.

K.4.7 c. Locate pictures that give you information.

K.4.7 d. Recognize a variety of charts as sources of information.

These may include bar graph, line graph, pie graph, informational charts, anchor charts, etc.

K.4.7 e. Describe, verbally, information found within source materials.

Source materials should include both printed and technological sources. These may include books, magazines, charts, websites, educational software, etc.

K.5.2 b. Write words for a specific audience.

Audiences might include classroom volunteers, school administrators, special guests, community works, etc.

TOPIC: Language

Description

- Conventions of standard English
- Knowledge of language
- Vocabulary acquisition and use

Mastery Targets for this Quarter:

K.1.20 a,b

Learning Targets

K.1.20 a. State a category for a group of items.

An example includes looking at a square, rectangle, and circle and stating that these are shapes.

K.1.20 b. State items that belong in a category.

An example includes that when given the category of 'foods', students can state that pizza, ice cream, and apples belong in this group.

K.1.22 a. Incorporate vocabulary from read alouds into everyday conversation.

Teachers might choose vocabulary words from an adopted curriculum and/or daily read alouds. Students should be encouraged to use these words in their daily conversations and teachers may choose to use a checklist to verify that students are using the vocabulary.

K.6.1 a. Write capital letters of the alphabet with proper spacing.

K.6.1 b. Write capital letters of the alphabet with correct shaping.

K.6.1 c. Write lowercase letters of the alphabet with proper spacing.

K.6.1 d. Write lowercase letters of the alphabet with correct shaping.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Mastery Targets for this Quarter:

K.7.1b K.7.2 a

Learning Targets

K.7.1 b. Understand and follow two-step spoken directions.

K.7.2 a. Speak in complete, coherent sentences.

Students share random thoughts that can be understood by others. Ex. "I like the color blue. I have a goldfish. My name is Bob."

K.7.3 a. Describe people by their attributes.

K.7.3 b. Describe places by their attributes.

K.7.3 c. Describe things by their attributes.

K.7.5 a. Tell an experience or creative story in a logical sequence.

K.7.4 a. Recite short poems, rhymes, and songs from memory.

UNIT: Quarter 3 -- 9 Week(s)

Description

The educational professionals and practitioners who created these curriculum maps respect that best practices in English/Language Arts instruction predicate that skills and content be revisited and developed throughout an academic year.

Therefore, many skills will be introduced during this quarter, but not all are expected to be mastered. You can find mastery skills for this quarter listed under each topic.

Big Ideas

- 1a. Readers make connections to text.
- 1b. People use reading skills to become good readers.
- 1c. People learn strategies to use while reading.**
- 2a. Letters give print meaning.
- 2b. Letter sounds help me read and make sense of words (decode).
- 3a. Learners make connections with learned information.
- 3b. Learners ask questions about the world around them.**
- 3c. Learners gather and share information with others.**
- 4. People use writing skills to become good writers.
- 5. Good communicators listen to others and talk clearly with learned vocabulary.
- 6. Learners share what they learn to help others.

Essential Questions

- 1. How do I become a good reader?
- 2. What's the big deal about letters and sounds?
- 3. How do I learn about my world?
- 4. How do I become a good writer?
- 5. How do I talk about what I know?
- 6. How do I use what I learn at school?

Vocabulary

In addition to words from Quarter 1 & 2...

individual, listen, count, number, short vowel, alphabetical order, beginning, ending, vowel sound, identify, fantasy, reality, fiction, non-fiction, retell, character, setting, plot, important event, main idea, list, ask, belong, everyday, order, make sense, picture clues, strategy, exclamation point, question mark

Resources

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

English Language Arts
Grade K, Duration 1 Year

Curriculum Framework resources from the Indiana DOE website have been attached as a tool to teach the targets within this quarter. Other various links with resources have also been attached.

Assessments

Assessment options from the Indiana DOE Curriculum Framework have been attached as a tool for evaluating student learning. These documents all begin with the word "Assessment."

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Mastery Targets for this Quarter:

K.1.4 f K.1.4 & K.1.5 d K.1.6 a K.1.7 c K.1.8 c, d K.1.9 a, b K.1.10 a
K.1.12 b K.1.13 b K.1.14 a

Learning Targets

K.1.14 & K.4.4 a. Listen to a consonant sound and state the corresponding letter.

K.1.3 a. Recognize that printed materials provide information.

K.1.13 b. Count and state the number of syllables in words.

K.1.10 a. State corresponding rhyming words in response to an oral prompt.

Students should be able to state a series of words that rhyme with a given word. Ex., Teacher says "cat", students says "hat, bat, fat".

K.1.12 a. Listen to spoken sentences and state individual words in the sentence.

K.1.12 b. Listen to spoken words and state the individual sounds in words.

K.1.16 a. Recognize that you need to use self-correcting strategies when reading.

These strategies might include re-reading for story context, picture clues, sounding out words through the use of letter sound knowledge, sounding out words through the use of sound patterns, word associations, etc.

K.1.19 a. Place letters in alphabetical order in a variety of ways.

Students can correctly place an entire set of given set of letters. Ex., D, C, B, E, A would become A, B, C, D, E.

K.1.6 a. Name all capital/uppercase and lowercase letters of the alphabet in random order.

K.1.2 b. Track text with finger on a printed page from left to right.

K.1.2 c. Track text with finger from one line of printed page to the next line on the same printed page (return sweep).

K.1.4 & K.1.5 d. Locate a word on a printed page within text.

K.1.14 & K.4.4 b. Listen to a short vowel sound and state the corresponding letter.

K.1.15 a. Read one-syllable and high frequency words by sight.

High-frequency words (sight words) are currently left up to the discretion of the individual teacher and/or school. These can be taken from adopted curriculum materials and/or other district approved sources.

K.1.7 c. Listen to two or three sounds and repeat the sounds heard in the order they were given.

K.1.8 c. Listen to words with at least one vowel sound and substitute, orally, the beginning sound to make a new word.

K.1.8 & K.1.18 f. Listen to words where one sound has been changed and state the changes that were made.

K.1.8 d. Listen to words with at least one vowel sound and substitute, orally, the ending sound to make a new word.

K.1.9 a. Listen to cvc sound patterns and blend these sounds together to state words.

K.1.9 b. Identify, orally, sounds that are heard in cvc words.

K.1.4 f. Locate a sentence on a printed page within text.

TOPIC: Reading Literature

Description

- Key ideas and details
- Craft and structure,
- Integration of knowledge and ideas

Mastery Targets for this Quarter:

K.3.1 a K.3.2 a, b K.3.3 a

Learning Targets

K.3.3 a. Define the terms: characters, setting, plot/important events, and main idea.

K.3.3 b. Name and describe the characters in a book.

K.3.3 c. Name and describe the setting of a story.

K.3.3 d. State the important events in a story.

K.3.2 a. Define the terms beginning, middle, and end as they relate to a story sequence.

K.3.2 b. Retell the beginning, middle, and end of familiar stories.

K.3.4 a. Discuss favorite books and stories.

K.3.1 a. Define the terms: fantasy (fiction) and reality (nonfiction).

K.3.1 b. Compare and contrast fantasy/reality (fiction/nonfiction).

TOPIC: Reading Informational Text

Description

- Key Ideals and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Mastery Targets for this Quarter:

K.2.1 b, c

Learning Targets

K.2.1 b. Locate the name of the author in a book.

K.2.1 c. State the purpose of a book title.

K.2.3 & K.3.5 b. Respond to who, what, and where questions to gain understanding.

K.2.3 & K.3.5 a. Generate who, what, and where questions to gain understanding.

K.2.5 a. Define the term sequence.

K.2.5 b. Sequence information from simple text.

K.2.2 b. Make predictions using pictures and story context.

K.2.2 a. Present conclusions using pictures and story context.

TOPIC: Writing

Description

- Text types and purposes
- Production and distribution of writing
- Research to build and present knowledge.

Mastery Targets for this Quarter:

K.4.1 a K.4.7 c, d, e

Learning Targets

K.4.7 c. Locate pictures that give you information.

K.4.7 d. Recognize a variety of charts as sources of information.

These may include bar graph, line graph, pie graph, informational charts, anchor charts, etc.

K.4.7 e. Describe, verbally, information found within source materials.

Source materials should include both printed and technological sources. These may include books, magazines, charts, websites, educational software, etc.

K.4.7 b. Listen to or independently read for information.

K.5.1 b. Write words for a specific purpose.

Students should be able to write words for particular purposes and/or topics. Ex. Write about your favorite spring time activity, Write about what you like to do for fun, etc.

K.5.2 b. Write words for a specific audience.

Audiences might include classroom volunteers, school administrators, special guests, community works, etc.

K.4.6 b. Ask "why" questions about a topic of interest.

K.4.6 a. Ask "how" questions about a topic of interest.

K.4.1 c. Generate ideas for a specific narrative story.

Story ideas might include characters, setting, problem/solution, etc.

K.4.1 a. State ideas to include in a story.

K.4.1 b. List ideas to include in a story.

K.4.3 a. Write stories using pictures, letters, and words.

TOPIC: Language

Description

- Conventions of standard English
- Knowledge of language
- Vocabulary acquisition and use

Mastery Targets for this Quarter:

K.6.1 a, b, c, d

Learning Targets

K.1.22 a. Incorporate vocabulary from read alouds into everyday conversation.

Teachers might choose vocabulary words from an adopted curriculum and/or daily read alouds. Students should be encouraged to use these words in their daily conversations and teachers may choose to use a checklist to verify that students are using the vocabulary.

K.6.1 b. Write capital letters of the alphabet with correct shaping.

K.6.1 a. Write capital letters of the alphabet with proper spacing.

K.6.1 d. Write lowercase letters of the alphabet with correct shaping.

K.6.1 c. Write lowercase letters of the alphabet with proper spacing.

K.4.4 & K.6.2 a. Write and spell independently using letter and letter sound knowledge.

Invented spelling is acceptable, ie cat is spelled kat.

K.1.20 c. Read a group of words and state a category to which they belong.

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

English Language Arts
Grade K, Duration 1 Year

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Mastery Targets for this Quarter:

K.7.3 a, b, c K.7.5 a

Learning Targets

K.7.5 a. Tell an experience or creative story in a logical sequence.

K.7.3 a. Describe people by their attributes.

K.7.3 b. Describe places by their attributes.

K.7.3 c. Describe things by their attributes.

K.7.4 a. Recite short poems, rhymes, and songs from memory.

K.7.3 d. Describe actions in context.

K.7.2 b. State ideas in a logical order with complete, coherent sentences.

Students should be able to share a sequence of ideas in order. Ex. "I woke up. I brushed my teeth. I got dressed. I came to school."

UNIT: Quarter 4 -- 9 Week(s)

Description

The educational professionals and practitioners who created these curriculum maps respect that best practices in English/Language Arts instruction predicate that skills and content be revisited and developed throughout an academic year.

Therefore, many skills will be introduced during this quarter, but not all are expected to be mastered. You can find mastery skills for this quarter listed under each topic.

Big Ideas

- 1a. Readers make connections to text.
- 1b. People use reading skills to become good readers.
- 1c. People learn strategies to use while reading.
- 2. People use letters as an organizational tool.**
- 3a. Learners make connections with learned information.
- 3b. Learners ask questions about the world around them.
- 3c. Learners gather and share information with others.
- 4a. People use writing skills to become good writers.
- 4b. Writers know how to communicate with others for a variety of reasons.**
5. Good communicators listen to others and talk clearly with learned vocabulary.
- 6a. Learners share what they learn to help others.
- 6b. Learners use what they have learned to help themselves.**

Essential Questions

1. How do I become a good reader?
2. What's the big deal about letters and sounds?
3. How do I learn about my world?
4. How do I become a good writer?
5. How do I talk about what I know?
6. How do I use what I learn at school?

Vocabulary

In addition to words from Quarter 1, 2, & 3...

technology, present, regularly

Resources

Curriculum Framework resources from the Indiana DOE website have been attached as a tool to teach the targets within this

READING, LITERATURE, AND LANGUAGE ARTS, KINDERGARTEN

English Language Arts
Grade K, Duration 1 Year

quarter. Other various links with resources have also been attached.

Assessments

Assessment options from the Indiana DOE Curriculum Framework have been attached as a tool for evaluating student learning. These documents all begin with the word "Assessment."

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Mastery Targets for this Quarter:

K.1.2 b, c, d K.1.3 a K.1.8 f K.1.8 & K.1.18 e K.1.12 a K.1.14 b K.1.15 a
K.1.16 a K.1.19 a, b, c

Learning Targets

K.1.2 b. Track text with finger on a printed page from left to right.

K.1.2 c. Track text with finger from one line of printed page to the next line on the same printed page (return sweep).

K.1.14 & K.4.4 b. Listen to a short vowel sound and state the corresponding letter.

K.1.15 a. Read one-syllable and high frequency words by sight.

High-frequency words (sight words) are currently left up to the discretion of the individual teacher and/or school. These can be taken from adopted curriculum materials and/or other district approved sources.

K.1.8 & K.1.18 e. Listen to words where one sound has been changed and state the changes that were made.

K.1.19 a. Place letters in alphabetical order in a variety of ways.

Students can correctly place an entire set of given set of letters. Ex., D, C, B, E, A would become A, B, C, D, E.

K.1.12 a. Listen to spoken sentences and state individual words in the sentence.

K.1.19 b. Place a group of words in alphabetical order by identifying the first letter.

K.1.19 c. Recognize that alphabetic order is used to organize books and/or materials in classroom or school library/media centers.

Students can demonstrate their understanding of alphabetic order by locating a book of their choice in a library.

K.1.16 a. Use self-correcting strategies when reading.

These strategies might include re-reading for story context, picture clues, sounding out words through the use of letter sound knowledge, sounding out words through the use of sound patterns, word associations, etc.

K.1.2 d. Start to track text with eyes while reading.

TOPIC: Reading Literature

Description

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas

Mastery Targets for this Quarter:

K.3.1 b K.3.3 b, c, d K.3.4 a

Learning Targets

K.3.4 a. Discuss favorite books and stories.

K.3.3 b. Name and describe the characters in a book.

K.3.3 c. Name and describe the setting of a story.

K.3.3 d. State the important events in a story.

K.3.1 b. Compare and contrast fantasy/reality (fiction/nonfiction).

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Mastery Targets for this Quarter:

K.2.2 a, b K.2.3 & K.3.5 a, b K.2.5 a

Learning Targets

K.2.3 & K.3.5 b. Respond to who, what, and where questions to gain understanding.

K.2.2 b. Make predictions using pictures and story context.

K.2.2 a. Present conclusions using pictures and story context.

K.2.5 a. Define the term sequence.

K.2.5 b. Sequence information from simple text.

K.2.3 & K.3.5 a. Generate who, what, and where questions to gain understanding.

TOPIC: Writing

Description

- Text types and purposes
- Production and distribution of writing
- Research to build and present knowledge.

Mastery Targets for this Quarter:

K.4.1 b, c K.4.3 a K.4.6 a, b K.4.7 b, f K.5.1 b K.5.2 b

Learning Targets

K.5.2 b. Write words for a specific audience.

Audiences might include classroom volunteers, school administrators, special guests, community works, etc.

K.5.1 b. Write words for a specific purpose.

Students should be able to write words for particular purposes and/or topics. Ex. Write about your favorite spring time activity, Write about what you like to do for fun, etc.

K.4.3 a. Write stories using pictures, letters, and words.

K.4.6 b. Ask "why" questions about a topic of interest.

K.4.6 a. Ask "how" questions about a topic of interest.

K.4.7 b. Listen to or independently read for information.

K.4.1 b. List ideas to include in a story.

K.4.1 c. Generate ideas for a specific narrative story.

Story ideas might include characters, setting, problem/solution, etc.

TOPIC: Language

Description

- Conventions of standard English
- Knowledge of language
- Vocabulary acquisition and use

Mastery Targets for this Quarter:

K.1.20 c K.1.22 a K.6.1 e K.6.2 a

Learning Targets

K.1.22 a. Incorporate vocabulary from read alouds into everyday conversation.

Teachers might choose vocabulary words from an adopted curriculum and/or daily read alouds. Students should be encouraged to use these words in their daily conversations and teachers may choose to use a checklist to verify that students are using the vocabulary.

K.1.20 c. Read a group of words and state a category to which they belong.

K.4.4 & K.6.2 a. Write and spell independently using letter and letter sound knowledge.

Invented spelling is acceptable, ie cat is spelled kat.

K.4.4 b. Write cvc words correctly.

K.6.1 e. Write with proper spacing and correct shaping on a regular basis.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Mastery Targets for this Quarter:

K.7.2 b K.7.3 d K.7.4 a

Learning Targets

K.7.4 a. Recite short poems, rhymes, and songs from memory.

K.7.3 d. Describe actions in context.

K.7.2 b. State ideas in a logical order with complete, coherent sentences.

Students should be able to share a sequence of ideas in order. Ex. "I woke up. I brushed my teeth. I got dressed. I came to school."

Course Overview

Students use and understand the relationship between numbers to represent quantities up to 10 and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects. Students sort, classify, and identify common objects around them and describe their geometric features and position. Students understand the concept of time and units to measure it. They understand that objects have length, capacity, weight, and temperature, and that they can compare objects using these qualities. Students choose, combine, and apply effective strategies for solving problems in reasonable ways and justifying their reasoning.

The Process Standards should be addressed throughout the course. Students build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving.

Students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof.

Students organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers and others; analyze and evaluate the mathematical thinking and strategies of others; and use the language of mathematics to express mathematical ideas precisely.

Students regularly create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.

Students continually make connections. They should recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics.

Technology is used as an essential tool in mathematics education to support and extend the mathematics curriculum. Technology can contribute to concept development, simulation, representation, communication, and problem solving. The challenge is to ensure that technology supports—but is not a substitute for—the development of skills with basic operations, quantitative reasoning and problem-solving skills. Elementary students must learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator. The focus must be on learning mathematics, using technology as a tool, rather than as an end in itself.

Letter of Introduction:

Dear Indiana Mathematics Education Colleague:

July 12-16, 2010, approximately 30 Indiana mathematics education professionals met in Indianapolis to participate in the development of the IDOE Curriculum Maps for Mathematics grades K through 8 and Algebra 1, Algebra 2 and Geometry. The goal of this work was to “unpack” the 2000 Indiana Academic Standards for Mathematics to provide more clarity about what students need to learn in order to achieve “mastery” of a particular Standard Indicator. Each Indicator in the 2000 Standards was unpacked into smaller “Learning Targets,” when appropriate. These Learning Targets are numbered according to the related Indicator with a lowercase letter representing a suggested sequence of content within that Indicator. For example, a Standard Indicator like 8.3.3 was broken down into 8.3.3a and 8.3.3b. The Learning Targets were then organized into 9-week (quarterly) Instructional Units with Big Ideas, Essential Questions and Vocabulary for each Unit.

For 2010-11, teachers will use these Maps, based on the 2000 Math Standards. On August 3, 2010, the Common Core State Standards were formally adopted as Indiana’s Academic Standards for Mathematics. During the coming school year, we will integrate additional Learning Targets from the Common Core State Standards to create revised Maps to be used during the 2011-12 school year. (You can find The Common Core State Standards at www.corestandards.org to see what will be shaping our curriculum maps.)

Because the 2000 Standard Indicators were unpacked into smaller Learning Targets, the number of Targets may seem

overwhelming. However, we believe the unpacking of the indicators provides these advantages:

- A more complete understanding of the meaning of the indicator can be derived.
- A student's learning can be described and communicated more clearly between all those with an interest in the student's learning (including the student).
- Feedback provided to students on their learning progress can be more specific.
- More specificity about which aspects of an indicator should be included at various points throughout the year can be provided.

While the increased number of Learning Targets has the above advantages, we caution against these pitfalls:

- Focusing only on the individual targets rather than the big ideas.
- Teaching only a small set of targets at a time rather than using the progression as a tool for differentiating instruction.
- Monitoring every student on each target rather than using the progression as a resource for formative assessment.

This Curriculum Map represents the best thinking of some of your colleagues. We fully expect that this resource will be adapted to meet the needs of individual classrooms and hope that it will be a useful scaffold upon which teachers can build their classroom curriculum.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Counting and Cardinality 2. Operations and Algebraic Thinking 3. Number and Operations in Base Ten 4. Measurement and Data 5. Geometry 6. Mathematical Practices
9 Week(s)	Quarter 2	1. Counting and Cardinality 2. Operations and Algebraic Thinking 3. Number and Operations in Base Ten 4. Measurement and Data 5. Geometry 6. Mathematical Practices
9 Week(s)	Quarter 3	1. Counting and Cardinality 2. Operations and Algebraic Thinking 3. Number and Operations in Base Ten 4. Measurement and Data 5. Geometry 6. Mathematical Practices
9 Week(s)	Quarter 4	1. Counting and Cardinality 2. Operations and Algebraic Thinking 3. Number and Operations in Base Ten 4. Measurement and Data 5. Geometry 6. Mathematical Practices

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

We live in a mathematical world full of numbers, shapes, and patterns. As we develop a new understanding of numerical values, we begin to unravel the world through a meaningful, mathematical lens. In this unit, young learners will identify patterns, shapes, numbers, and numerical quantities within the classroom and the outdoor environment. Students will master the concepts and skills described in Topic descriptor and will continue to learn other concepts throughout the year as an "ongoing" process.

Big Ideas

1. Each number has a quantity that corresponds with its value.
2. Numbers help describe groups of objects by giving them value.
3. Shapes are individually identified by their geometric features (sides/vertices).
4. Shapes help to describe a variety of common objects.
5. Patterns are identified as repetitive structures with a predictable alignment.
6. Patterns occur naturally and can be helpful for a variety of reasons.
7. Comparisons can be made by observing and describing the similarities and differences between objects

Essential Questions

- 1.How many objects do I have?
- 2.What makes a shape a shape?
- 3.What do I notice about patterns?
- 4.What is the different or the same about two objects or two sets of objects?

Vocabulary

one/many, none/some/all, more/less, most/least, equal, greater than, less than, sort, classify, pattern(ABAB), shape, circle, triangle, square, rectangle, cube, sides, corners, roundness (e.g., oval vs. circle).

Resources

Number Sense:

1. Hands-on manipulatives: bean sticks, connecting cubes, unit blocks, Lego, natural resources (e.g., acorns and leaves), and numeral cards
2. Computer software: Bobbie Bear (from <http://illuminations.nctm.org/ActivityDetail.aspx?ID=3>)

Patterns:

1. Hands-on manipulatives: colorful pattern and shape tiles
2. Computer software: making patterns (from <http://standards.nctm.org/document/eexamples/chap4/4.1/index.htm>), describing patterns (from <http://standards.nctm.org/document/eexamples/chap4/4.1/Part2.htm>), and extending pattern understandings (from <http://standards.nctm.org/document/eexamples/chap4/4.1/Part3.htm>)

Geometry:

1. Hands-on manipulatives:shapes
2. Computer software: shape puzzle game (from <http://www.thekidzpage.com/learninggames/shapes.html>) and Patch Tool (from <http://illuminations.nctm.org/ActivityDetail.aspx?ID=27>)

TOPIC: Counting and Cardinality

Description

This Includes:

Identifying Numbers (calendar usage)
Identifying the relationship between a number and its quantity
Implementing one-to-one correspondence while counting objects
Comparing sets of objects

Mastery Targets for the Quarter:

K.1.1 a
K.1.2 a, g-h
K.1.6 a-f

Other learning targets will be taught "ongoing." (eg. calendar)

Learning Targets

K.1.2b Express (orally) that the term "equal to" refers to two sets of objects with the same value.

K.1.2d Express (orally) that the term "more than" refers to two sets of objects in which one set has a larger quantity than the other set.

K.1.1a Match sets of objects one-to-one.

K.1.2a Compare sets of up to ten objects by orally identifying similarities and differences.

K.1.3a Identify with words, pictures, or objects that larger numbers describe sets with more objects in them than sets described by smaller numbers.

K.1.6a Say the number name in the standard order, pairing each object with one number name and each number name with one object.

Say the number names in the standard

K.1.6b Count (orally) up to 10 (without objects).

K.1.6c Count (orally) number of objects forward and backward (up to 10).

K.1.6d Recognize that each successive number name refers to a quantity that is one larger.

K.1.8a Represent the definition of the words one/many, none/some/all, more/less, and most/least through the representation of objects.

K.1.2c Express (orally) that the term "less than" refers to two sets of objects in which one set has a smaller quantity than the other set.

K.1.6e Recognize that the last number name said tells the number of objects counted.

K.1.2e Define the term equal.

K.1.2f Define the term more.

K.1.2g Compare sets of objects (up to 10) by orally identifying similarities.

K.1.2h Compare sets of (up to 10) objects by orally identifying differences.

K.1.6a Read printed numbers.

K.1.6f Count objects and say the number name in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.1.2i Define the term less.

K.1.2j Define the term equal.

TOPIC: Operations and Algebraic Thinking

Description

This includes:

Identifying repeated patterns

Copying repeated patterns

Mastery Targets for the Quarter:

These learning targets will be taught in an ongoing manner and mastered in future quarters.

Learning Targets

K.3.2a Identify repeated patterns with numbers (i.e., 1,2,1,2).

As an extension, growing patterns with numbers may be introduced (i.e., 7,8,__, 10) once the concept of repeated patterns has reached a mastery standing.

K.3.2b Identify repeated patterns with shapes (i.e., triangle, square, triangle, square).

K.3.2c Copy repeated patterns with numbers (i.e., 1,2,1,2).

K.3.2d Copy repeated patterns with shapes (i.e., triangle, square, triangle, square).

TOPIC: Number and Operations in Base Ten

Learning Targets

TOPIC: Measurement and Data

Learning Targets

TOPIC: Geometry

Description

This includes:

Identifying and describing common geometric objects.

Comparing and sorting common geometric objects.

Concepts are introduced and practiced as an "ongoing" process throughout the Quarter.

Learning Targets

K.4.1a Name common geometric objects: circle, triangle, square, rectangle, and cube through recognition.

K.4.1b Describe orally common geometric objects: circle, triangle, square, rectangle, and cube.

K.4.3a Identify the terms: inside, outside, between, above, and below.

K.4.3b Describe the terms: inside, outside, between, above, and below.

K.4.3c Define the terms: inside, outside, between, above, and below.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

K.6.1a Choose the approach, materials, and strategies to use in solving problems.

K.6.2a Use tools such as objects or drawings to model problems.

K.6.3a Explain the reasoning used with concrete objects and pictures.

K.6.4a Make precise calculations and check the validity of the results in the context of the problem.

UNIT: Quarter 2 -- 9 Week(s)

Description

Students apply their concrete knowledge of number sense to identify, describe, and demonstrate simple additions and subtractions (up to 10). They understand the concepts, joining and removing sets of objects, as initial additions and subtractions.

Big Ideas

1. Addition can be understood as the joining of sets in order to create a larger set.
2. Subtraction can be understood as the removing of objects from a larger set.

Essential Questions

1. What happens when I combine things together?
2. What happens when I take things away from each other?

Vocabulary

joining sets, removing sets, addition, subtraction

Resources

1. Hands-on manipulatives: Cuisenaire Rods and ten frame cards (from <http://illuminations.nctm.org/LessonDetail.aspx?ID=L547>).
2. Computer software: electronic ten frame card activity (from <http://illuminations.nctm.org/ActivityDetail.aspx?ID=75>)

TOPIC: Counting and Cardinality

Description

This Includes:

Representing a number value

Identifying the value of sets of objects, utilizing the terms "greater than," "less than," or "equal to" (ex. through using words, pictures, or objects)

Comparing the value of objects

Mastery Targets for the Quarter:

K.1.2 b-i

K.1.3 a

K.1.6 e

K.1.8 a

Learning Targets

K.1.2b Express (orally) that the term "equal to" refers to two sets of objects with the same value.

K.1.2d Express (orally) that the term "more than" refers to two sets of objects in which one set has a larger quantity than the other set.

K.1.3a Identify with words, pictures, or objects that larger numbers describe sets with more objects in them than sets described by smaller numbers.

K.1.4a Define what it means to be equal using words, pictures, or objects.

K.1.7a Find the number that is one more than or one less than any whole number up to 10 orally or in written form.

K.1.8a Represent the definition of the words one/many, none/some/all, more/less, and most/least through the representation of objects.

K.1.9a Organize information into categories using objects and pictures. (i.e., using picture graphs)

K.1.9b Record information using objects and pictures (i.e., using picture graphs).

K.1.2c Express (orally) that the term "less than" refers to two sets of objects in which one set has a smaller quantity than the other set.

K.1.4c Divide sets of ten or fewer objects into equal groups.

K.1.4b Define what it means to divide using words, objects, or pictures.

K.1.6e Recognize that the last number name said tells the number of objects counted.

K.1.2e Define the term equal.

K.1.2f Define the term more.

K.1.2g Compare sets of objects (up to 10) by orally identifying similarities.

K1.2h Compare sets of (up to 10) objects by orally identifying differences.

K.1.6f Count objects and say the number name in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.1.2i Define the term less.

TOPIC: Operations and Algebraic Thinking

Description

This includes:

Beginning to identify simple additions and subtractions up to 10.

Describing the joining and removing sets of objects by adding and subtracting them.

Identifying, copying, and making patterns

Mastery Targets for the Quarter:

K.3.2 a-d

Learning Targets

K.2.1a Demonstrate addition by joining sets of objects (for any two sets with fewer than 10 objects when joined).

K.2.2a Demonstrate subtraction by removing objects from sets (for numbers less than 10).

K.2.3a Describe addition situations (for numbers less than 10).

Teachers will introduce the addition symbol (+) to students.

K.2.3b Describe subtraction situations (for numbers less than 10).

Teachers will introduce the subtraction symbol (-) to students.

K.3.2a Identify repeated patterns with numbers (i.e., 1,2,1,2).

As an extension, growing patterns with numbers may be introduced (i.e., 7,8,__, 10) once the concept of repeated patterns has reached a mastery standing.

K.3.2b Identify repeated patterns with shapes (i.e., triangle, square, triangle, square).

K.3.2c Copy repeated patterns with numbers (i.e., 1,2,1,2).

K.3.2d Copy repeated patterns with shapes (i.e., triangle, square, triangle, square).

K.3.2e Make repeated patterns with numbers (i.e., 1,2,1,2).

K.3.2f Make repeated patterns with shapes (i.e., triangle, square, triangle, square).

TOPIC: Number and Operations in Base Ten

Learning Targets

TOPIC: Measurement and Data

Description

This Includes:

Recognizing colors

Classifying objects

Identifying the quantity of objects

Sorting objects by quantity and shape

Identifying relationship between objects

Mastery Targets for the Quarter:

Learning Targets

K.3.1a Identify objects by size.

K.3.1b Identify the quantity of objects in a set.

K.3.1c Identify objects by color.

K.3.1d Identify objects by their relationship to one another (i.e., tables and chairs).

K.3.1e Sort objects by size.

K.3.1f Sort objects by quantity; group sets of objects with equivalent quantities.

This establishes the foundation for children to count by 2s, 5s, and 10s as they progress in high level mathematical thinking.

K.3.1g Sort objects by two-and three-dimensional shapes.

K.3.1h Sort objects by color.

K.3.1i Classify objects by size indicating whether objects are large, small, short, or tall.

K.3.1j Classify objects by shape.

K.3.1k Classify objects by color.

K.3.1L Identify objects by shape.

TOPIC: Geometry

Description

This includes:

Identifying and describing geometric objects
Classifying objects
Dividing shapes into equal parts

Mastery Targets for the Quarter:

K.4.1 a-b

K.4.3 a-b

Learning Targets

K.4.1a Name common geometric objects: circle, triangle, square, rectangle, and cube through recognition.

K.4.1b Describe orally common geometric objects: circle, triangle, square, rectangle, and cube.

K.4.2a Classify common geometric objects by position.

Students turn a square vertically (90 degree) and see a diamond (or rhombus).

They can identify different shapes pending the shapes' position.

K.4.2b Classify common geometric objects by shape.

K.4.2c Classify common geometric objects by size.

K.4.2e Classify common geometric objects by number of corners.

K.4.3a Identify the terms: inside, outside, between, above, and below.

K.4.3b Describe the terms: inside, outside, between, above, and below.

K.1.5b Divide shapes (rectangles and circles) into equal parts.

K.1.5a Identify an equally divided rectangle or circle as being divided into equal parts.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

K.6.1a Choose the approach, materials, and strategies to use in solving problems.

K.6.2a Use tools such as objects or drawings to model problems.

K.6.3a Explain the reasoning used with concrete objects and pictures.

K.6.4a Make precise calculations and check the validity of the results in the context of the problem.

UNIT: Quarter 3 -- 9 Week(s)

Description

As math practitioners, young learners begin to understand how problem-solving impacts their everyday lives. In social settings, children are continuously trying to seek solutions and learn how to navigate in mathematical world. In this Unit, students will begin to explain the meaning of a problem and look for effective strategies in order to generate a logical and precise solution. They may construct their knowledge of problem solving via the usage of concrete objects or pictures. Such tools, math logs/journals, help children organize information that has been processed. In this quarter we are increasing the rigor through the application of mathematical practices (cardinality, counting, and other concepts that are expected to be mastered prior to this quarter) through quantitative and qualitative problem solving.

Big Ideas

1. Story problems provides information that helps us to devise appropriate strategies.
2. Story problems raise questions that require readers to process the given information.
3. Many mathematical strategies are used to solve problems.
- 3a. Strategies may include the use of objects and pictures which help to organize the information we process.

MATHEMATICS GRADE K

4. Math problems should have logical solutions.
5. Mathematicians check the accuracy of their work. .
6. Mathematicians may utilize journals, math logs, charts, or graphs to record information.

Essential Questions

1. What does the problem tell me?
2. What is the problem asking me to do?
3. What strategies can I use to solve the problem?
4. What is the answer to the problem?
5. How can I tell if the answer is correct?
6. How can I record information about how I solved the problem?

Vocabulary

Strategy, Word Problem, Solve

TOPIC: Counting and Cardinality

Description

This Includes:

Defining and expressing what "equal" means

Finding number values that indicate one more than or one less than any whole number

Dividing objects

Mastery Targets for the Quarter:

K.1.4 a-c

K.1.5 a-b

K.1.7 a

Learning Targets

K.1.4a Define what it means to be equal using words, pictures, or objects.

K.1.7a Find the number that is one more than or one less than any whole number up to 10 orally or in written form.

K.1.4c Divide sets of ten or fewer objects into equal groups.

K.1.4b Define what it means to divide using words, objects, or pictures.

TOPIC: Operations and Algebraic Thinking

Description

This Includes:

Solving addition and subtraction word problems

Using pictures and objects in order to solve problems

Representing addition and subtraction with objects, fingers, mental images, drawings, and sounds (eg claps), acting out situations, verbal explanations, expressions, or equations.

Making patterns

Decomposing numbers less than or equal to 10 into pairs in more than one way (eg. by using objects or drawings, and record each decomposition by drawing or equation (eg. $5=2+3$ and $5=4+1$))

Mastery Targets for the Quarter:

K.2.1 a

K.2.2 a

K.2.3 a-b

K.3.2 e-f

Learning Targets

K.2.1a Demonstrate addition by joining sets of objects (for any two sets with fewer than 10 objects when joined).

K.2.2a Demonstrate subtraction by removing objects from sets (for numbers less than 10).

K.2.3a Describe addition situations (for numbers less than 10).

Teachers will introduce the addition symbol (+) to students.

K.2.3b Describe subtraction situations (for numbers less than 10).

Teachers will introduce the subtraction symbol (-) to students.

K.3.2e Make repeated patterns with numbers (i.e., 1,2,1,2).

K.3.2f Make repeated patterns with shapes (i.e., triangle, square, triangle, square).

TOPIC: Number and Operations in Base Ten

Learning Targets

TOPIC: Measurement and Data

Description

This Includes:

Identifying the relationships between objects
Recording and organizing information

Mastery Targets for the Quarter:

K.3.1 a-c, e-h

****This concept will be taught as an "ongoing" process, with the expectation of mastery in the 4th Quarter. It should increase in rigor during this quarter (eg. Which picture does not belong? ; thus, children are understanding the relationships of objects and what does not correspond with the relationships of objects.)

Learning Targets

K.3.1a Identify objects by size.

K.3.1b Identify the quantity of objects in a set.

K.3.1c Identify objects by color.

K.3.1d Identify objects by their relationship to one another (i.e., tables and chairs).

K.3.1e Sort objects by size.

K.3.1f Sort objects by quantity; group sets of objects with equivalent quantities.

This establishes the foundation for children to count by 2s, 5s, and 10s as they progress in high level mathematical thinking.

K.3.1g Sort objects by two-and three-dimensional shapes.

K.3.1h Sort objects by color.

K.3.1i Classify objects by size indicating whether objects are large, small, short, or tall.

K.3.1j Classify objects by shape.

K.3.1k Classify objects by color.

K.3.1L Identify objects by shape.

K.1.9a Organize information into categories using objects and pictures. (i.e., using picture graphs)

K.1.9b Record information using objects and pictures (i.e., using picture graphs).

TOPIC: Geometry

Description
This includes:

Dividing objects
Classifying objects

Mastery Targets for the Quarter:

K.4.2 a-e

Learning Targets

K.4.2a Classify common geometric objects by position.

Students turn a square vertically (90 degree) and see a diamond (or rhombus).
They can identify different shapes pending the shapes' position.

K.4.2b Classify common geometric objects by shape.

K.4.2c Classify common geometric objects by size.

K.4.2e Classify common geometric objects by number of corners.

K.1.5b Divide shapes (rectangles and circles) into equal parts.

K.1.5a Identify an equally divided rectangle or circle as being divided into equal parts.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

K.6.1a Choose the approach, materials, and strategies to use in solving problems.

K.6.2a Use tools such as objects or drawings to model problems.

K.6.3a Explain the reasoning used with concrete objects and pictures.

K.6.4a Make precise calculations and check the validity of the results in the context of the problem.

UNIT: Quarter 4 -- 9 Week(s)

Big Ideas

1. Measurement is a way to use numbers to make comparisons between objects and describe the objects.
- 2a. Numbers and mathematical concepts can be used to track the passing of time.
- 2b. Clocks and calendars are tools that are used to measure time.

Essential Questions

1. How can I use numbers to talk about the differences between two objects?
2. What words and tools can I use to talk about time?

Vocabulary

short(er), long(er), tall(er), light(er), heavy(heavier), warm(er), and cool(er), measurement

Resources

Activity: Sample Foot Measurement (from <http://illuminations.nctm.org/LessonDetail.aspx?ID=L67>)

1. Hands-on manipulatives: non-standard unit of measurement tools (e.g., feet and shoes), rulers, scales,
2. Computer software: N/A

TOPIC: Counting and Cardinality

Learning Targets

TOPIC: Operations and Algebraic Thinking

Learning Targets

TOPIC: Number and Operations in Base Ten

Learning Targets

TOPIC: Measurement and Data

Description

This includes:

Making direct comparisons of length, capacity, weight, and temperature.

Understanding concepts of time.

Recording and organizing information

Classifying, identifying, and comparing objects

Mastery Targets for the Quarter:

K.1.9 a-b

K.3.1 d, h-L

K.5.1 a-j

K.5.2 a-c

Learning Targets

K.3.1d Identify objects by their relationship to one another (i.e., tables and chairs).

K.3.1h Sort objects by color.

K.3.1i Classify objects by size indicating whether objects are large, small, short, or tall.

K.3.1j Classify objects by shape.

K.3.1k Classify objects by color.

K.3.1L Identify objects by shape.

K.5.1a Measure the length of objects with non-standard units of measurement.

K.5.1b Write the lengths of objects with non-standard units of measurement.

K.5.1c Compare, orally or in written form, the measurement of objects (non-standard units of measurement).

K.5.1d Describe the capacity of objects identifying elements of space.

K.5.1e Describe the vocabulary that correlates to the term "weight" (i.e., light, heavy, more, less).

K.5.1g Measure the weight of objects.

Introduce tools of measurement such as a scale or balance. Model the usage of such tools and allow students to experiment with the measurement devices.

K.5.1h Investigate the weight of different objects (scale or balance) and orally compare the weight of the measured objects.

K.5.1i Identify the concepts of temperatures, utilizing the terms "hot," "warm," "cool," and "cold."

Introduce a thermometer as a measuring device of temperature. As the indicator on a thermometer inclines, students should know that the measured object has a high degree of temperature (warm, hot). If the indicator declines, the object may have a low temperature (cool, cold).

K.5.1j Investigate and orally compare the temperature of objects.

Students should be able to utilize words such as "warmer" and "cooler" when comparing the temperature of objects.

K.5.2a Identify the vocabulary associated with the concept of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year.

K.5.2b Identify that clocks are measurement tools used to determine the time of day.

K.5.2c Identify that calendars are measurement tools used to determine the week, month, and year.

K.1.9a Organize information into categories using objects and pictures. (i.e., using picture graphs)

K.1.9b Record information using objects and pictures (i.e., using picture graphs).

TOPIC: Geometry

Learning Targets

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Mastery Targets for the Quarter:

K.6.1a

K.6.2a

K.6.3a

K.6.4a

Learning Targets

K.6.1a Choose the approach, materials, and strategies to use in solving problems.

K.6.2a Use tools such as objects or drawings to model problems.

K.6.3a Explain the reasoning used with concrete objects and pictures.

K.6.4a Make precise calculations and check the validity of the results in the context of the problem.

Course Overview

Reading and Literature, Grade 1, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in interest- and age-appropriate content. Students become more independent readers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to translate them into spoken language by using phonics. The sound out more complex vocabulary and comprehend the meanings of those words. They begin to read fluently, orally and silently. They read or listen to and then respond to classic and contemporary picture books or general fiction, folktales, poetry or songs, plays, nonfiction books (science, social studies, mathematics, and other subjects), children's magazines or periodicals, beginner's dictionaries, and online information. They discuss what they have read, talking about main ideas, characters, plot, and setting. Students listen to books read aloud to them and show an interest in or read books independently for enjoyment.

Language Arts, Grade 1, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students become more independent language users and writers. Using oral language, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They begin to make simple oral, multimedia presentations. They participate in classroom or group language arts experiences. They begin to write compositions and other original works. They begin to use Standard English in their oral and written communication. They recite poems, rhymes, and songs, and they tell their own stories. Students listen to stories read aloud to them and draw or write independently for enjoyment.

Scope and Sequence

Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Reading Foundational Skills 2. Reading Informational Text 3. Reading Literature 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 2	1. Reading Foundational Skills 2. Reading Informational Text 3. Reading Literature 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 3	1. Reading Foundational Skills 2. Reading Informational Text 3. Reading Literature 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 4	1. Reading Foundational Skills 2. Reading Informational Text 3. Reading Literature 4. Writing 5. Language 6. Speaking and Listening

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Big Ideas

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 1

English Language Arts
Grade 1, Duration 1 Year

1.

Words and sentences have basic features, follow patterns, make sounds, and join together to create meaningful content that can be read fluently.

2. Reading involves the transfer of knowledge.
3. Books contain many features including, titles, authors, illustrators, and tables of contents.
4. There are a variety of characteristics within text such as setting, characters, plot, main ideas, details, problem and solution.
5. Writing involves the use of ideas, topics, and categories.
6. Attentive listening and following directions helps in becoming a good learner.

Essential Questions

1.

What is a word?

2. How do I read?
3. Why do I read?
4. What do I need to know about books?
5. What makes a story?
6. How do I write?
7. Why do I need to listen and follow directions?

Vocabulary

attentive, author, category, consonant, details, exclamation, fluency, illustrator, main characters, main idea, period, punctuation, question, sentence, sequence, setting, short vowel, strategy, syllable, table of contents, title, topic, word

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Learning Target Mastery Skills:

1.1.1 a & b, 1.1.2 a, b, & c, 1.1.4 a, 1.1.4 c, 1.1.5 a, 1.1.7 a & b, 1.1.8 c, 1.1.9 a

Learning Targets

1.1.1 a. Match sounds to letters.

1.1.1 b. Verbally pronounce each sound represented by each letter.

1.1.1 d. Match oral words to printed words.

1.1.11 a. Read common sight words (words that are often seen and heard).

Sight words (high frequency) are currently left up to the discretion of individual teachers and/or schools. These can be taken from adopted curriculum materials and/or other district approved resources.

1.1.12 b. Demonstrate various reading strategies (i.e., go back and re-read, sound out, chunk letters you know, ask if that makes sense, etc.).

1.1.15 a. Apply the use of basic phonics and reading strategies.

1.1.15 b. Define fluency.

1.1.15 c. Practice oral reading fluently with expression.

1.1.2 b. Describe how words put together form sentences.

1.1.2 c. Discriminate words from sentences.

1.1.2 d. Explain how letters put together form words.

1.1.3 a. Recognize that the first letter of a sentence must be capitalized.

1.1.4 a. Express orally the beginning sounds in single-syllable spoken words.

1.1.4 b. Express orally the ending sound in single-syllable spoken words.

1.1.4 c. Express orally the middle (vowel) sound in single-syllable spoken words.

1.1.4 d. Discriminate between beginning, middle, and ending sounds.

1.1.5 a. Differentiate between vowels and consonants.

1.1.5 b. Recognize that vowels can make more than one sound.

1.1.5 c. Know and use the short vowel sounds.

1.1.6 a. Identify vowel sounds and match them to letters.

1.1.7 a. Discriminate ending sounds in spoken words.

1.1.7 b. Create and state a series of rhyming words.

1.1.8 a. Identify that a sound has been changed to make a new word and state the letter that was changed.

1.1.8 b. Add, delete, or change sounds to change words.

1.1.9 a. Recognize that letter sounds join together to make words.

1.6.6 a. Correctly use of periods in statements.

1.6.6 b. Correctly use question marks in interrogative sentences.

1.6.6 c. Correctly use exclamation points in exclamatory sentences.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets for Mastery:

1.2.1 & 1.3.2 b, 1.2.3, 1.3.1, 1.3.5, 1.7.7 a

Learning Targets

1.2.1 & 1.3.2 b. Discriminate between the author and illustrator.

1.2.1 & 1.3.2 c. Locate table of contents and explain its purpose.

1.2.1 & 1.3.2 a. Read the title, author, and illustrator of a book.

Students should apply known decoding skills while attempting to pronounce the title, author, and illustrator of a book.

1.2.2 d. Restate the beginning, middle, end of a familiar text.

1.2.2 e. Organize text into logical sequential order.

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 a. Identify the main characters of given text (who).

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 e. State the main idea of grade level text.

1.2.3 & 1.3.1. & 1.3.5 & 1.7.7 g. Support main idea with details from text.

1.2.3 & 1.3.1. & 1.3.5 & 1.7.7 b. State the setting of a given text (where and when).

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 d. Define main idea.

1.2.3, 1.3.1, 1.3.5, & 1.7.7 f. Define detail.

1.2.3, 1.3.1, 1.3.5, & 1.7.7 h. Define sequence.

1.2.3, 1.3.1, 1.3.5, & 1.7.7 i. Retell text in a logical sequential order.

1.2.4 a. Read and comprehend basic directions.

1.2.6 & 1.3.3 b. Make reasonable predictions about text.

1.2.7 a. Discuss and connect relevant background knowledge by creating anchor charts (i.e., KWL).

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets for Mastery:

1.4.1 & 1.4.4 b, 1.5.3 a

Learning Targets

1.4.1 & 1.4.4 a. Generate a list of ideas for writing from prior knowledge.

1.4.1 & 1.4.4 b. Select a topic of focus.

1.4.4 d. Tell why you chose a topic.

1.4.4 c. Tell how you chose a topic.

1.5.3 a. Identify words that rhyme in print.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets for Mastery:

1.1.18 a

Learning Targets

1.1.18 b. Name the category given a set of related words.

1.1.18 c. State related words in a category.

1.1.18 d. Sort words into appropriate categories.

1.1.18 e. Explain rationale behind category placement.

1.1.18a. Define category (of words).

1.6.1 a. Write words with appropriate spacing within sentences.

1.6.7 d. Apply the use of the pronoun "I" appropriately in writing.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets for Mastery:

1.7.1 a & b, 1.7.3 c, 1.7.4 a & b, 1.7.8 a, 1.7.9 a & b

Learning Targets

1.7.1 a. Define attentive.

1.7.1 b. Model attentive.

1.7.3 b. Express complete thoughts to convey directions.

1.7.3 c. Follow stated directions to complete a task.

1.7.4 a. State the given topic.

1.7.4 b. Tell relevant details of a given topic.

1.7.8 a. Recall in logical sequence the events of an experience orally.

1.7.9 a. Identify the five senses.

1.7.9 c. Speak using sensory details when describing an experience.

1.7.9 b. Define sensory detail and use details when describing.

UNIT: Quarter 2 -- 9 Week(s)

Big Ideas

1. Words and sentences have basic features, follow patterns, make sounds, and join together to create meaningful content that can be read fluently.
2. There are various strategies that are used when reading.
3. There are a variety of characteristics within text such as setting, characters, plot, main ideas, details, problem and solution.
4. Reading involves comprehension.
5. Writing involves ideas, organization, word choice, details, and conventions.

Essential Questions

1. How do I read?
2. What can I do when I don't know a word?
3. What can I do if I don't understand what I read?
4. What makes a story?
5. How do I know what the story is about?
6. How do I write a story?
7. Why do some words look differently?

Vocabulary

In addition to quarter one words add the following: adjective, compound word, conclusion, consonant blend, diagraph, exclamatory, interrogative, long vowel, narrative, patterns, plot, pronoun, sensory detail, statement

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Learning Targets for Mastery:

1.1.3 & 1.6.6 a, b, c, d, e, f, g; 1.1.4 b & d; 1.1.5 c; 1.1.6 a; 1.1.8 b

Learning Targets

1.1.11 a. Read common sight words (words that are often seen and heard).

Sight words (high frequency) are currently left up to the discretion of individual teachers and/or schools. These can be taken from adopted curriculum materials and/or other district approved resources.

1.1.12 a. Recognize phonetic letter patterns.

1.1.12 b. Demonstrate various reading strategies (i.e., go back and re-read, sound out, chunk letters you know, ask if that makes sense, etc.).

1.1.13 a. Identify that consonant blends make one sound and state the sounds that that blends make digraphs (i.e., sh, tch, th, fl, br).

1.1.14 b. Identify and list common word patterns.

1.1.15 a. Apply the use of basic phonics and reading strategies.

1.1.15 c. Practice oral reading fluently with expression.

1.1.3 a. Recognize that the first letter of a sentence must be capitalized.

1.1.3 b. Recognize that sentences end with punctuation.

1.1.4 c. Express orally the middle (vowel) sound in single-syllable spoken words.

1.1.4 d. Discriminate between beginning, middle, and ending sounds.

1.1.5 b. Recognize that vowels can make more than one sound.

1.1.5 c. Know and use the short vowel sounds.

1.1.5 d. Know and use the long vowel sounds.

1.1.5 e. Discriminate between short and long vowel sounds in spoken single-syllable words.

1.1.6 a. Identify vowel sounds and match them to letters.

1.1.8 a. Identify that a sound has been changed to make a new word and state the letter that was changed.

1.6.6 a. Correctly use of periods in statements.

1.6.6 b. Correctly use question marks in interrogative sentences.

1.6.6 c. Correctly use exclamation points in exclamatory sentences.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets for Mastery:

1.2.1; 1.3.2 a; 1.2.3; 1.3.1; 1.3.5; 1.7.7 b

Learning Targets

1.2.1 & 1.3.2 c. Locate table of contents and explain its purpose.

1.2.1 & 1.3.2 a. Read the title, author, and illustrator of a book.

Students should apply known decoding skills while attempting to pronounce the title, author, and illustrator of a book.

1.2.2 a. Recognize features of a narrative text: characters, setting, plot, main idea, details

1.2.2 d. Restate the beginning, middle, end of a familiar text.

1.2.2 e. Organize text into logical sequential order.

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 c. Describe the plot of a given text (what, why, how).

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 e. State the main idea of grade level text.

1.2.3 & 1.3.1. & 1.3.5 & 1.7.7 g. Support main idea with details from text.

1.2.3 & 1.3.1. & 1.3.5 & 1.7.7 b. State the setting of a given text (where and when).

1.2.3, 1.3.1, 1.3.5, & 1.7.7 i. Retell text in a logical sequential order.

1.2.4 a. Read and comprehend basic directions.

1.2.6 & 1.3.3 b. Make reasonable predictions about text.

1.2.6 & 1.3.3 d. Draw reasonable conclusions about text.

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets for Mastery:

1.4.1; 1.4.4 a & d; 1.4.6 a

Learning Targets

1.4.1 & 1.4.4 a. Generate a list of ideas for writing from prior knowledge.

1.4.3 a. Revise writing to ensure ideas stay on topic.

1.4.3 b. Edit writing for proper conventions: spelling, punctuation, spacing, capitalization.

1.4.3 c. Edit writing for proper grammar.

1.4.3 d. Revise writing for grade level appropriate word choice.

1.4.3 e. Revise writing for organization.

1.4.4 d. Tell why you chose a topic.

1.4.4 c. Tell how you chose a topic.

1.5.1 a. Define the characteristics of narrative writing.

An anchor chart of narrative writing characteristics should be generated as multiple stories are read, and the chart should remain posted.

1.5.1 c. Develop a title related to topic.

1.5.2 a. Define adjectives (descriptive words) and use them in writing.

1.5.2 d. Define sensory details and use them in writing.

1.5.2 c. Add adjectives to given set of objects: person, place, or event.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets for Mastery:

1.6.1 a; 1.6.7 b & d; 1.1.18 d

Learning Targets

1.1.16 & 1.6.4 d. Define contractions.

1.1.16 a. Define compound words.

1.1.16 b. List common compound words.

1.1.16 c. Separate compound words into two words (birthday = birth + day).

1.1.18 e. Explain rationale behind category placement.

1.6.1 a. Write words with appropriate spacing within sentences.

1.6.7 b. Identify names of people within text.

1.6.7 c. Write names of people appropriately within text.

1.6.7 d. Apply the use of the pronoun "I" appropriately in writing.

1.1.18 d. Sort words into appropriate categories.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets for Mastery

1.7.9 c

Learning Targets

1.7.9 b. Define sensory detail and use details when describing.

1.7.9 c. Speak using sensory details when describing an experience.

UNIT: Quarter 3 -- 9 Week(s)

Big Ideas

1. Words and sentences have basic features, follow patterns, make sounds, and join together to create meaningful content that can be read fluently.
2. There are various strategies that are used when reading.
3. Books are written for different purposes.
4. There are a variety of characteristics within text such as setting, characters, plot, main ideas, details, problem and solution.
5. Making relevant predictions and conclusions leads to better comprehension of text.
6. Good writers edit their writing and write for a variety of purposes.

Essential Questions

1. How do I read?
2. Why do I read?
3. What can I do when I don't know a word?
4. What can I do if I don't understand what I read?
5. Why do some words look different?
6. Why do authors write books?
7. What makes a good story?
8. How do I understand what I read?
9. Why do I need to fix my writing?
10. Why do I need to learn how to write?

Vocabulary

In addition to quarter one and quarter two words: audience, context clue, contraction, diphthong, expository, fantasy, graphic organizer, inform, informational text, noun, past tense, plural, predicate, prediction, present tense, persuade, reality, root word, singular, subject

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Learning Targets for Mastery:

1.1.3; 1.6.6 g; 1.1.5 b & e; 1.1.10; 1.1.13 c & h; 1.1.11 g

Learning Targets

1.1.11 a. Read common sight words (words that are often seen and heard).

Sight words (high frequency) are currently left up to the discretion of individual teachers and/or schools. These can be taken from adopted curriculum materials and/or other district approved resources.

1.1.12 a. Recognize phonetic letter patterns.

1.1.12 b. Demonstrate various reading strategies (i.e., go back and re-read, sound out, chunk letters you know, ask if that makes sense, etc.).

1.1.12 c. Define context clues.

1.1.12 d. Apply context clues when reading unknown text.

1.1.13 a. Identify that consonant blends make one sound and state the sounds that that blends make digraphs (i.e., sh, tch, th, fl, br).

1.1.13 b. Identify that vowels can be combined to make one sound and state the sounds that diphthongs make (i.e., ow, au).

1.1.13 c. Identify that vowels combined with the letter r make vowel sounds controlled by the r and read words with r-controlled vowels (i.e., ar, ir, ur, er).

This done in reading and verbally.

1.1.14 b. Identify and list common word patterns.

1.1.15 a. Apply the use of basic phonics and reading strategies.

1.1.15 c. Practice oral reading fluently with expression.

1.1.5 b. Recognize that vowels can make more than one sound.

1.1.5 d. Know and use the long vowel sounds.

1.1.5 e. Discriminate between short and long vowel sounds in spoken single-syllable words.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets for Mastery:

1.2.1; 1.3.2 c; 1.2.4 a

Learning Targets

1.2.1 & 1.3.2 c. Locate table of contents and explain its purpose.

1.2.2 a. Recognize features of a narrative text: characters, setting, plot, main idea, details

1.2.2 c. Compare the features of a narrative text vs. informational text.

1.2.2 b. Recognize features of informational text: titles, headings, captions, maps, charts, tables, table of contents, glossary, index, pictures, drawings.

1.2.2 e. Organize text into logical sequential order.

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 c. Describe the plot of a given text (what, why, how).

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 e. State the main idea of grade level text.

1.2.3 & 1.3.1. & 1.3.5 & 1.7.7 g. Support main idea with details from text.

1.2.3, 1.3.1, 1.3.5, & 1.7.7 i. Retell text in a logical sequential order.

1.2.4 a. Read and comprehend basic directions.

1.2.5 a. Define unknown words using context clues in text.

1.2.6 & 1.3.3 a. Define conclusion and prediction.

1.2.6 & 1.3.3 e. Use story details to verify predictions about text.

1.2.6 & 1.3.3 b. Make reasonable predictions about text.

1.2.6 & 1.3.3 d. Draw reasonable conclusions about text.

1.2.7 a. Discuss and connect relevant background knowledge by creating anchor charts (i.e., KWL).

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

1.3.4 a. List characteristics of fantasy text.

1.3.4 b. List characteristics of reality text.

1.3.4 c. Compare and contrast the characteristics of fantasy text.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets for Mastery:

1.5.1 a & c

Learning Targets

1.4.2 a. List main ideas and details to be included in writing utilizing a graphic organizer.

1.4.3 b. Edit writing for proper conventions: spelling, punctuation, spacing, capitalization.

1.4.3 c. Edit writing for proper grammar.

1.4.3 d. Revise writing for grade level appropriate word choice.

1.4.3 e. Revise writing for organization.

1.4.5 a. Locate a variety of sources that provide information on a given topic.

1.4.6 a. Select categories that can be created from text information (i.e., When reading a book about lions, categories may include habitat, physical features, diet, etc.).

1.4.6 b. Compose a list to organize information that would be included in each category.

1.5.1 a. Define the characteristics of narrative writing.

An anchor chart of narrative writing characteristics should be generated as multiple stories are read, and the chart should remain posted.

1.5.1 c. Develop a title related to topic.

1.5.2 a. Define adjectives (descriptive words) and use them in writing.

1.5.2 d. Define sensory details and use them in writing.

1.5.2 b. Define expository text.

1.5.2 c. Add adjectives to given set of objects: person, place, or event.

1.5.2 e. Apply sensory details to given set of adjectives and objects.

1.5.5 a. Give examples of purposes for writing (persuade, entertain, inform, etc.).

1.5.5 b. Identify a variety of audiences.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets for Mastery:

1.6.7 c; 1.1.16; 1.6.4 a, b, c

Learning Targets

1.1.16 & 1.6.4 d. Define contractions.

1.1.16 & 1.6.4 f. Separate contractions back to their original state (i.e., isn't = is not).

1.1.16 a. Define compound words.

1.1.16 & 1.6.4 e. List common contractions.

1.1.16 b. List common compound words.

1.1.16 c. Separate compound words into two words (birthday = birth + day).

1.1.17 a. Identify root words.

1.1.17 b. Identify endings in words: regular past (ed), present, or regular plural (s).

1.1.17 c. Apply – s to the end of a word to make it plural.

1.1.17 d. Apply –ed to the end of a word to make it past tense.

1.1.17 e. Apply –ing to the end of a word to make it present.

1.6.2 b. Identify subjects in a sentence.

1.6.2 d. Demonstrate use of subjects and predicates to form complete sentences.

1.6.2 e. Identify predicates in a sentence.

1.6.2 a. Define subject.

1.6.2 c. Define predicate.

1.6.3 a. Define noun.

1.6.3 b. Identify nouns in context.

1.6.3 c. Define singular and plural.

1.6.3 d. Distinguish between singular and plural nouns.

1.6.7 c. Write names of people appropriately within text.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets for Mastery:

1.7.9 b

Learning Targets

1.7.3 a. Plan simple two step directions needed to complete tasks.

1.7.5 a. Define adjective.

1.7.5 b. Apply proper adjectives to people, places, things, and events while speaking.

1.7.9 b. Define sensory detail and use details when describing.

UNIT: Quarter 4 -- 9 Week(s)

Big Ideas

1. Words and sentences have basic features, follow patterns, make sounds, and join together to create meaningful content that can be read fluently.
2. There are a variety of characteristics within text such as setting, characters, plot, main ideas, details, problem and solution.
3. Making relevant predictions and conclusions leads to better comprehension of text.
4. Good writers edit their writing and write for a variety of purposes and audiences.
5. Comprehension includes summarizing text.
6. Directions must be planned and given in a sequential order.
7. When giving an oral

presentation it is important to use appropriate visual aids for support.

Essential Questions

1. Why do some words look differently?
2. Why do I need to know the parts of speech?
3. How do I read?
4. What makes a good story?
5. What can I do if I don't understand a story?
6. What makes stories different?
7. Why do I write?
8. Why do I need to fix my writing?
9. How can I tell someone a story so he understands?
10. Why is it important to plan?
11. How do I make what I am showing you easier to understand?

Vocabulary

In addition to quarter one, two, and three words: possessive noun, regular tense

TOPIC: Reading Foundational Skills

Description

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Learning Targets for Mastery:

1.1.5 d; 1.1.10; 1.1.13 d, e, f, g, i; 1.1.12 a & b; 1.1.14 b; 1.1.15 a & b

Learning Targets

1.1.11 a. Read common sight words (words that are often seen and heard).

Sight words (high frequency) are currently left up to the discretion of individual teachers and/or schools. These can be taken from adopted curriculum materials and/or other district approved resources.

1.1.12 a. Recognize phonetic letter patterns.

1.1.12 b. Demonstrate various reading strategies (i.e., go back and re-read, sound out, chunk letters you know, ask if that makes sense, etc.).

1.1.12 c. Define context clues.

1.1.12 d. Apply context clues when reading unknown text.

1.1.13 b. Identify that vowels can be combined to make one sound and state the sounds that diphthongs make (i.e., ow, au).

1.1.13 c. Identify that vowels combined with the letter r make vowel sounds controlled by the r and read words with r-controlled vowels (i.e., ar, ir, ur, er).

This done in reading and verbally.

1.1.14 b. Identify and list common word patterns.

1.1.15 a. Apply the use of basic phonics and reading strategies.

1.1.15 c. Practice oral reading fluently with expression.

1.1.5 d. Know and use the long vowel sounds.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets for Mastery:

1.2.2 a; 1.2.3; 1.3.1; 1.3.5; 1.7.7 d; 1.2.6; 1.3.3 a, b, c; 1.2.7 a

Learning Targets

1.2.2 a. Recognize features of a narrative text: characters, setting, plot, main idea, details

1.2.2 c. Compare the features of a narrative text vs. informational text.

1.2.2 b. Recognize features of informational text: titles, headings, captions, maps, charts, tables, table of contents, glossary, index, pictures, drawings.

1.2.2 e. Organize text into logical sequential order.

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 c. Describe the plot of a given text (what, why, how).

1.2.3 & 1.3.1 & 1.3.5 & 1.7.7 e. State the main idea of grade level text.

1.2.3 & 1.3.1. & 1.3.5 & 1.7.7 g. Support main idea with details from text.

1.2.5 a. Define unknown words using context clues in text.

1.2.6 & 1.3.3 a. Define conclusion and prediction.

1.2.6 & 1.3.3 c. List words used to make conclusions about text.

1.2.6 & 1.3.3 e. Use story details to verify predictions about text.

1.2.6 & 1.3.3 b. Make reasonable predictions about text.

1.2.6 & 1.3.3 d. Draw reasonable conclusions about text.

1.2.7 a. Discuss and connect relevant background knowledge by creating anchor charts (i.e., KWL).

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets for Mastery:

1.3.4 a, b, c

Learning Targets

1.3.4 a. List characteristics of fantasy text.

1.3.4 b. List characteristics of reality text.

1.3.4 c. Compare and contrast the characteristics of fantasy text.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets for Mastery:

1.4.3 a, b, c, d, e

Learning Targets

1.4.2 a. List main ideas and details to be included in writing utilizing a graphic organizer.

1.4.3 a. Revise writing to ensure ideas stay on topic.

1.4.3 b. Edit writing for proper conventions: spelling, punctuation, spacing, capitalization.

1.4.3 c. Edit writing for proper grammar.

1.4.3 d. Revise writing for grade level appropriate word choice.

1.4.3 e. Revise writing for organization.

1.4.5 a. Locate a variety of sources that provide information on a given topic.

1.4.5 b. Identify and document the title of the source.

1.4.6 a. Select categories that can be created from text information (i.e., When reading a book about lions, categories may include habitat, physical features, diet, etc.).

1.4.6 b. Compose a list to organize information that would be included in each category.

1.5.2 a. Define adjectives (descriptive words) and use them in writing.

1.5.2 d. Define sensory details and use them in writing.

1.5.2 b. Define expository text.

1.5.2 c. Add adjectives to given set of objects: person, place, or event.

1.5.2 e. Apply sensory details to given set of adjectives and objects.

1.5.5 a. Give examples of purposes for writing (persuade, entertain, inform, etc.).

1.5.5 b. Identify a variety of audiences.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets for Mastery:

1.6.3 a, b, c, d

Learning Targets

1.1.16 & 1.6.4 d. Define contractions.

1.1.16 & 1.6.4 f. Separate contractions back to their original state (i.e., isn't = is not).

1.1.16 & 1.6.4 e. List common contractions.

1.1.17 a. Identify root words.

1.1.17 b. Identify endings in words: regular past (ed), present, or regular plural (s).

1.1.17 c. Apply – s to the end of a word to make it plural.

1.1.17 d. Apply –ed to the end of a word to make it past tense.

1.1.17 e. Apply –ing to the end of a word to make it present.

1.6.2 b. Identify subjects in a sentence.

1.6.2 d. Demonstrate use of subjects and predicates to form complete sentences.

1.6.2 e. Identify predicates in a sentence.

1.6.2 a. Define subject.

1.6.2 c. Define predicate.

1.6.3 a. Define noun.

1.6.3 b. Identify nouns in context.

1.6.3 c. Define singular and plural.

1.6.3 d. Distinguish between singular and plural nouns.

1.6.3 e. Apply the use of singular and plural nouns in writing.

1.6.5 a. Define pronoun.

1.6.5 b. Identify pronouns in context.

1.6.5 c. Define possessive.

1.6.5 d. Identify possessive nouns and pronouns in context.

1.6.5 e. Write sentences using possessive nouns and pronouns in appropriate form.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets for Mastery:

1.7.3 a

Learning Targets

1.7.3 a. Plan simple two step directions needed to complete tasks.

1.7.5 a. Define adjective.

1.7.5 b. Apply proper adjectives to people, places, things, and events while speaking.

Course Overview

Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They understand the connections between counting and addition and subtraction. Students relate word problems to number sentences in symbols. Students identify common geometric shapes. As students combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different. Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. They choose, combine, and apply effective strategies for solving problems in reasonable ways and justifying their reasoning.

The Process Standards should be addressed throughout the course. Students build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving.

Students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof.

Students organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers and others; analyze and evaluate the mathematical thinking and strategies of others; and use the language of mathematics to express mathematical ideas precisely.

Students regularly create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.

Students continually make connections. They should recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics.

Technology is used as an essential tool in mathematics education to support and extend the mathematics curriculum. Technology can contribute to concept development, simulation, representation, communication, and problem solving. The challenge is to ensure that technology supports—but is not a substitute for—the development of skills with basic operations, quantitative reasoning and problem-solving skills. Elementary students must learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator. The focus must be on learning mathematics, using technology as a tool, rather than as an end in itself.

Letter of Introduction:

Dear Indiana Mathematics Education Colleague:

July 12-16, 2010, approximately 30 Indiana mathematics education professionals met in Indianapolis to participate in the development of the IDOE Curriculum Maps for Mathematics grades K through 8 and Algebra 1, Algebra 2 and Geometry. The goal of this work was to “unpack” the 2000 Indiana Academic Standards for Mathematics to provide more clarity about what students need to learn in order to achieve “mastery” of a particular Standard Indicator. Each Indicator in the 2000 Standards was unpacked into smaller “Learning Targets,” when appropriate. These Learning Targets are numbered according to the related Indicator with a lowercase letter representing a suggested sequence of content within that Indicator. For example, a Standard Indicator like 8.3.3 was broken down into 8.3.3a and 8.3.3b. The Learning Targets were then organized into 9-week (quarterly) Instructional Units with Big Ideas, Essential Questions and Vocabulary for each Unit.

For 2010-11, teachers will use these Maps, based on the 2000 Math Standards. On August 3, 2010, the Common Core State Standards were formally adopted as Indiana’s Academic Standards for Mathematics. During the coming school year, we will integrate additional Learning Targets from the Common Core State Standards to create revised Maps to be used during the 2011-12 school year. (You can find The Common Core State Standards at www.corestandards.org to see what will be shaping our curriculum maps.)

Because the 2000 Standard Indicators were unpacked into smaller Learning Targets, the number of Targets may seem overwhelming. However, we believe the unpacking of the indicators provides these advantages:

- A more complete understanding of the meaning of the indicator can be derived.
- A student's learning can be described and communicated more clearly between all those with an interest in the student's learning (including the student).
- Feedback provided to students on their learning progress can be more specific.
- More specificity about which aspects of an indicator should be included at various points throughout the year can be provided.

While the increased number of Learning Targets has the above advantages, we caution against these pitfalls:

- Focusing only on the individual targets rather than the big ideas.
- Teaching only a small set of targets at a time rather than using the progression as a tool for differentiating instruction.
- Monitoring every student on each target rather than using the progression as a resource for formative assessment.

This Curriculum Map represents the best thinking of some of your colleagues. We fully expect that this resource will be adapted to meet the needs of individual classrooms and hope that it will be a useful scaffold upon which teachers can build their classroom curriculum.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices
9 Week(s)	Quarter 2	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices
9 Week(s)	Quarter 3	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices
9 Week(s)	Quarter 4	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Big Ideas

1. Numbers can be composed and decomposed.

MATHEMATICS GRADE 1

2. Many real-life situations can be described using numbers and symbols.
3. The sequence of numbers follows a predictable pattern.
4. Objects exist in the world in relative position to one another.

Essential Questions

1. How can I use symbols and numbers to show the actions of taking apart and combining numbers?
2. How can I use objects, drawings and equations to act out real-life situations?
3. Why are predictable mathematical patterns important?
4. How can I describe the location of one object, given the location of another object?

Vocabulary

New:

number sentence (equation), symbols, +, -, =, greater than, number names from 11-100, near, far, under, over, up, down, behind, in front of, next to, to the left/right of

Familiar:

whole number, sets, equal to, more than, less than, groups, parts, addition, subtraction, number names up to 10, inside, outside, between, above, below

TOPIC: Number and Operations in Base Ten

Description

This unit includes extending the counting sequence to 100 and ordering numbers.

Students will master:

- 1.1.1a-b
- 1.1.5a-b
- 1.1.6a-b

Resources

- 1.1.1-1.1.4 "Begin with buttons" Lessons from the NCTM Illuminations Website
- 1.1.2-1.1.3 "Let's count to 20" Lessons from the NCTM Illuminations Website
- 1.1.4-1.1.5 "Comparing connecting cubes" Lessons from the NCTM Illuminations Website

Learning Targets

1.1.1a Orally count whole numbers up to 100.

1.1.1b Write whole numbers up to 100 in numerical form.

1.1.1c Read whole numbers up to 100 that are written numerically.

1.1.1d Write whole numbers up to 10 in word form.

1.1.4a Investigate and explain that each successive (preceding) number name refers to a quantity that is one larger (smaller).

1.1.5a Arrange any given set of whole numbers up to ten in numerical order from least to greatest and from greatest to least.

In the second half of the year, extend the given set of whole numbers up to 100.

1.1.5b Identify whether two whole numbers up to ten are greater than, less than, or equal to each other.

The symbols <, >, or = may be used informally by the teacher, but are not taught for mastery until 4th grade in 2000 standards and 1st grade in Common Core standards. Extend the two whole numbers to 11-99 in the second half of the year.

1.1.6a Explain the relationship between the order of objects, numbers, and ordinal names (first, second, third, etc.).

1.1.6b Identify an object's ordinal position in an ordered set of up to 10 items when given oral directions.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

TOPIC: Operations and Algebraic Thinking

Description

This unit includes representing and solving problems involving addition and subtraction up to 10 using objects, drawings and equations.

Students will master:

1.2.1b

1.2.6a-d

Resources

1.2.1, 1.1.3 "Base blocks addition" applet from the National Library of Virtual Manipulatives Website

Learning Targets

1.2.1a Explain the meaning of addition (putting together, increasing) using objects or words.

1.2.1b Model addition with up to 20 objects.

1.2.2a Explain the meaning of subtraction (taking away, comparing, and finding the difference) using objects or words.

1.2.2b Model subtraction with up to 20 objects.

1.2.3a Decompose the same whole number (up to 20) into parts, using objects, diagrams, and numbers.

1.2.3b Generate equivalent forms (using addition and subtraction) of the same whole number (up to 20) using objects, diagrams, and numbers.

Students can generate equivalent forms using addition first and then using subtraction as well.

1.2.4a Add (mentally and with paper and pencil) up to 20, demonstrating mastery.

Use strategies such as counting on, making ten, decomposing a number to make ten (i.e., $13-4=13-3-1$), using the relationship between addition and subtraction, creating equivalent but easier or known sums ($6+7=6+6+1$).

1.2.4b Subtract (mentally and with paper and pencil) up to 20, demonstrating mastery.

1.2.5a Explain the meaning of the equal sign to represent equivalence.

1.2.5b Explain the meaning of the symbols + and -.

1.2.5c Define number sentence (equation).

1.2.5d Apply the symbols + and - appropriately.

1.2.6a Explain the role of zero in addition.

Students may also explore and explain the Commutative Property of Addition and the Associative Property of Addition.

1.2.6b Show the role of zero in addition, using objects, diagrams, and number sentences (equations).

1.2.6c Show the role of zero in subtraction, using objects, diagrams, and number sentences (equations).

1.2.6d Explain the role of zero in subtraction.

1.3.1a Write addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.1b Solve addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.1c Write subtraction number sentences (equations) up to 20 from problem situations.

1.3.1d Solve subtraction number sentences (equations) up to 20 from problem situations.

1.3.2a Create (orally and/or in writing) word problems that match given number sentences (equations) involving addition.

1.3.2b Create (orally and/or in writing) word problems that match given number sentences (equations) involving subtraction.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Measurement and Data

Learning Targets

TOPIC: Geometry

Description

This unit includes understanding the relative position of objects.

Students will master:

1.4.6a-b

Learning Targets

1.4.1b Identify, describe, compare, sort, and draw triangles.

1.4.1c Identify, describe, compare, sort, and draw rectangles.

1.4.1d Identify, describe, compare, sort, and draw squares.

1.4.1e Identify, describe, compare, sort, and draw circles.

1.4.6a Describe the relative position of objects in the environment using terms such as near, far, under, over, up, down, behind, in front of, next to, to the left or right of.

1.4.6b Place objects in the environment as orally directed by the following relative positions: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.

1.4.7b Tell where the two-dimensional and three-dimensional geometric shapes are found in the environment.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

UNIT: Quarter 2 -- 9 Week(s)

Big Ideas

1. Numbers can be used to create multiple types of patterns.
2. Two-dimensional and three-dimensional shapes exist in our environment.
3. Data can be organized and represented pictorially.

Essential Questions

1. What kinds of patterns can I make with numbers?
2. What makes a shape a shape?
3. What does a picture graph tell me?

Vocabulary

New:

growing pattern, two-dimensional, three-dimensional, picture graph

Familiar:

repeating pattern, vertices, side, circle, triangle, square, rectangle, cube

TOPIC: Number and Operations in Base Ten

Description

This unit includes an introduction to place value.

Students will master:

1.1.1c-d

1.1.4a

Learning Targets

1.1.1c Read whole numbers up to 100 that are written numerically.

1.1.1d Write whole numbers up to 10 in word form.

1.1.2a Recognize that ten can be thought of as a bundle of ten ones.

Although the focus is on bundling by tens here, the students should also explore bundling by twos and fives.

1.1.4a Investigate and explain that each successive (preceding) number name refers to a quantity that is one larger (smaller).

1.1.4b From any given whole number up to 100, find the number that is one more or one less.

Once students have mastered finding one more/less, they can find ten more/less or any number that is more/less.

1.1.6c Identify an object's ordinal position in an ordered set of up to 10 items when given written directions.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Operations and Algebraic Thinking

Description

This unit includes: adding and subtracting up to 20 using objects, drawings and equations; and developing an understanding of growing patterns using addition.

Students will master:

1.2.1a

1.2.5b-c

Resources

1.2.1 "Begin with Buttons" Lessons from the NCTM Illuminations Website

1.2.1, 1.2.4, 1.2.7 "Do It With Dominoes" Lessons from the NCTM Illuminations Website

Learning Targets

1.2.1a Explain the meaning of addition (putting together, increasing) using objects or words.

1.2.2a Explain the meaning of subtraction (taking away, comparing, and finding the difference) using objects or words.

1.2.2b Model subtraction with up to 20 objects.

1.2.3a Decompose the same whole number (up to 20) into parts, using objects, diagrams, and numbers.

1.2.3b Generate equivalent forms (using addition and subtraction) of the same whole number (up to 20) using objects, diagrams, and numbers.

Students can generate equivalent forms using addition first and then using subtraction as well.

1.2.4a Add (mentally and with paper and pencil) up to 20, demonstrating mastery.

Use strategies such as counting on, making ten, decomposing a number to make ten (i.e., $13-4=13-3-1$), using the relationship between addition and subtraction, creating equivalent but easier or known sums ($6+7=6+6+1$).

1.2.5a Explain the meaning of the equal sign to represent equivalence.

1.2.5b Explain the meaning of the symbols + and -.

1.2.5c Define number sentence (equation).

1.2.7b Show the inverse relationship between addition and subtraction (up to 20), using objects, diagrams, and number sentences (equations).

1.3.1a Write addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.1b Solve addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.2a Create (orally and/or in writing) word problems that match given number sentences (equations) involving addition.

1.3.4a Create complex repeating patterns using numbers and shapes.

1.3.4b Define growing patterns using addition.

1.3.4c Create a growing pattern using addition.

1.3.4d Extend a growing pattern using addition.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Measurement and Data

Description

This unit includes representing and interpreting data.

Students will master:

1.1.10a-f

Resources

1.1.10 "Amazing Attributes" Lessons from the NCTM Illuminations Website

Learning Targets

1.1.10a Organize objects or other data into (up to five) categories.

1.1.10b Define data.

1.1.10c Define a picture graph.

1.1.10d Represent quantities in different categories using pictures and picture graphs.

1.1.10e Answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.

1.1.10f Ask questions about the total number of data points, how many in each category, and how many more or less are in one category than another.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Geometry

Description

This unit includes reasoning with shapes and their attributes.

Students will master:

1.4.1a-e

1.4.3a-b

1.4.4a

1.4.7a-b

Learning Targets

1.4.1a Construct two-dimensional shapes, including triangles, rectangles, squares, and circles.

1.4.2a Define faces.

1.4.2b Decompose three-dimensional shapes and identify all two-dimensional faces such as triangles, rectangles, squares, and circles.

1.4.3a Explain the rule used to sort two-dimensional and three-dimensional shapes.

1.4.3b Sort by defining attributes (i.e., triangles are closed and 3 sided) and/or non-defining attributes (i.e., color, orientation, overall size).

1.4.4a Identify objects as two-dimensional or three-dimensional.

1.4.7a Identify two-dimensional and three-dimensional geometric shapes in the environment.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

UNIT: Quarter 3 -- 9 Week(s)

Big Ideas

1. A digit's position affects its value.
2. Numbers can be grouped and the groups can be used to count.
3. All whole numbers can be expressed as groups of tens and ones.
4. Shapes and numbers are composed of parts.
5. Fractions can be used to describe equal parts of a whole or a group.
6. Mathematical skills apply to real-world situations.

Essential Questions

1. What happens when the digits in a number are changed?
2. How can I count large numbers of objects efficiently?
3. What patterns do I notice on a hundreds chart?
4. How can I break a number or shape into smaller parts?
5. What does it mean to have part of a whole?
- 6a. How can I use a clock to know when events will happen?
- 6b. How do I know if I have enough money to buy something?

Vocabulary

New:

cents, ¢, pennies, nickels, dimes, o'clock, digital, analog, hour, minute, fraction, digit, value

Familiar:

parts, whole, clock, time, money

TOPIC: Number and Operations in Base Ten

Description

This unit includes understanding place value and using that understanding to add and subtract.

Students will master:

1.1.2a-d & g

1.1.4b

1.1.6c

Learning Targets

1.1.2a Recognize that ten can be thought of as a bundle of ten ones.

Although the focus is on bundling by tens here, the students should also explore bundling by twos and fives.

1.1.2b Identify different methods to count a group of less than one hundred objects.

Students may count by ones, twos, fives, tens, etc.

1.1.2c Explain which method of counting a group of less than one hundred objects is most efficient and why.

1.1.2d Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to 1, 2, 3, 4, 5, 6, 7, 8, and 9 tens (and zero ones).

During the first half of the year students can demonstrate this with manipulatives. In the last half of the year, they can demonstrate this using numbers, words, and/or t-charts.

1.1.2e Demonstrate that the numbers 11-19 are composed of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.

1.1.2f Demonstrate that the numbers 21-99 are composed of 2, 3, 4, 5, 6, 7, 8, or 9 tens and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.

1.1.2g Count and group objects in ones and tens.

1.1.3a Represent the number of tens and ones in numbers less than 100 using objects, pictures, and symbols.

1.1.3b Count and record (using pictures, words, and numbers) the number of tens and ones in two digit numbers.

E.g., In 94, 9 tens and 4 ones should be counted and recorded (using pictures, words, and numbers).

1.1.3c Explain the relationship between the position of a digit in a two digit number and its value.

1.1.4b From any given whole number up to 100, find the number that is one more or one less.

Once students have mastered finding one more/less, they can find ten more/less or any number that is more/less.

1.1.6c Identify an object's ordinal position in an ordered set of up to 10 items when given written directions.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Operations and Algebraic Thinking

Description

This unit includes understanding and applying properties of operations and the relationship between addition and subtraction.

Students will master:

- 1.2.5a
- 1.3.4a-d

Resources

- 1.3.4 "E-examples using virtual calculator and hundreds board" from the NCTM E-xamples Website
- 1.3.4 "Powerful patterns" Lessons from the NCTM Illuminations Website
- 1.3.4 "Hundreds chart" applet from the National Library of Virtual Manipulatives Website

Learning Targets

1.2.2a Explain the meaning of subtraction (taking away, comparing, and finding the difference) using objects or words.

1.2.2b Model subtraction with up to 20 objects.

1.2.3a Decompose the same whole number (up to 20) into parts, using objects, diagrams, and numbers.

1.2.3b Generate equivalent forms (using addition and subtraction) of the same whole number (up to 20) using objects, diagrams, and numbers.

Students can generate equivalent forms using addition first and then using subtraction as well.

1.2.5a Explain the meaning of the equal sign to represent equivalence.

1.2.7a Explain the inverse relationship between addition and subtraction facts (up to 20).

1.2.7b Show the inverse relationship between addition and subtraction (up to 20), using objects, diagrams, and number sentences (equations).

1.3.1a Write addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.1b Solve addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.2a Create (orally and/or in writing) word problems that match given number sentences (equations) involving addition.

1.3.3a Solve multiple step word problems that involve both addition and subtraction in the same problem.

1.3.4a Create complex repeating patterns using numbers and shapes.

1.3.4b Define growing patterns using addition.

1.3.4c Create a growing pattern using addition.

1.3.4d Extend a growing pattern using addition.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Measurement and Data

Description

This unit includes telling and writing time to the nearest hour and half hour and working with pennies, nickels and dimes.

Students will master:

1.5.6a-f

1.5.7a-c

Resources

1.5.7 "Number Cents" Lessons 1 & 2 from the NCTM Illuminations Website

Learning Targets

1.5.6a Relate time to events, using terms before/after and shorter/longer.

1.5.6b Explain that on an analog clock, the long hand corresponds to the minutes and the short hand corresponds to the hour.

1.5.6c Write and tell time to the hour when the minute hand is on the 12.

The phrase o'clock will be used for telling time to the hour.

1.5.6d Identify that when the minute hand is at the 6 (30 minutes), the elapsed time represents half of an hour or half of the face of the analog clock.

1.5.6e Manipulate the minute hand, starting at 12 and ending at 6, to count by ones to show an elapsed time of 30 minutes on an analog clock.

1.5.6f Tell and write the time to the nearest half hour on an analog clock.

1.5.7a Identify pennies, nickels, and dimes.

1.5.7b State the value (in cents) of a penny, nickel, and dime.

1.5.7c Calculate the value of a collection of pennies, nickels, and/or dimes.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Geometry

Description

This unit includes partitioning shapes into up to 8 congruent parts and understanding part-whole relationships.

Students will master:

- 1.4.2b
- 1.1.7a-c
- 1.1.8a-d
- 1.1.9a-c

Resources

1.1.7-1.1.8 "Fractions-Visualizing" applet from the National Library of Virtual Manipulatives Website

Learning Targets

1.1.7a Define congruent.

1.1.7b Show different ways to divide a shape (rectangles and circles) into congruent parts.

Explore multiple ways to make halves. Discuss congruency.

1.1.7c Explain how, when all congruent parts are included, the result is the whole shape (rectangles and circles).

1.1.8a Describe a divided shape (rectangles and circles) in terms of its congruent parts, using the words halves, fourths, and quarters.

Teacher should use the phrases: half of, fourth of, and quarter of.

1.1.8b Orally state "__ out of __ parts" to describe the part of the whole shape (rectangles and circles) that is shaded.

1.1.8c Represent "__ out of __ parts" (up to 8).

1.1.8d Write the fraction that describes the part of the whole shape (rectangles and circles) that is shaded.

1.1.9a Describe the whole set in terms of its subsets.

Ex. Given a set of 5 pencils, recognize that 3 are red and 2 are blue.

1.1.9b Orally state "__ out of __ parts" to describe a subset and write the fraction.

1.1.9c Represent "__ out of __ parts" (up to 8).

1.4.2b Decompose three-dimensional shapes and identify all two-dimensional faces such as triangles, rectangles, squares, and circles.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

UNIT: Quarter 4 -- 9 Week(s)

Big Ideas

1. Addition and subtraction are related operations.
2. Relative positions of objects can be described.
3. Different attributes of objects can be measured using different units.

Essential Questions

1. How are addition and subtraction related?
2. How can I give directions from here to there?
3. In what ways can I measure an object?

Vocabulary

New:

distance, turn, inch, centimeter, standard, nonstandard, left, right

Familiar:

length, capacity/holds more, weight, temperature, shorter, longer, taller, lighter, heavier, warmer, cooler

TOPIC: Number and Operations in Base Ten

Description

This unit includes using place value understanding to add and subtract.

Students will master:

1.1.2e-g

1.1.3a-c

1.6.1a

1.6.2a

1.6.3a

1.6.4a

1.6.5a

Learning Targets

1.1.2d Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to 1, 2, 3, 4, 5, 6, 7, 8, and 9 tens (and zero ones).

During the first half of the year students can demonstrate this with manipulatives. In the last half of the year, they can demonstrate this using numbers, words, and/or t-charts.

1.1.2e Demonstrate that the numbers 11-19 are composed of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.

1.1.2f Demonstrate that the numbers 21-99 are composed of 2, 3, 4, 5, 6, 7, 8, or 9 tens and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.

1.1.3a Represent the number of tens and ones in numbers less than 100 using objects, pictures, and symbols.

1.1.3b Count and record (using pictures, words, and numbers) the number of tens and ones in two digit numbers.

E.g., In 94, 9 tens and 4 ones should be counted and recorded (using pictures, words, and numbers).

1.1.3c Explain the relationship between the position of a digit in a two digit number and its value.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Operations and Algebraic Thinking

Description

This unit includes understanding and applying properties of operations and the relationship between addition and subtraction.

Students will master:

- 1.2.2a-b
- 1.2.3a-b
- 1.2.4a-b
- 1.2.7a-b
- 1.3.1a-d
- 1.3.2a-b
- 1.3.3a
- 1.6.1a
- 1.6.2a
- 1.6.3a
- 1.6.4a
- 1.6.5a

Resources

- 1.2.2, 1.2.3 "Begin with Buttons" Lessons from the NCTM Illuminations Website
- 1.2.2, 1.2.4 "How Many More Fish?" Lessons from the NCTM Illuminations Website
- 1.2.2 "Base blocks subtraction" applet from the National Library of Virtual Manipulatives Website

Learning Targets

1.2.2a Explain the meaning of subtraction (taking away, comparing, and finding the difference) using objects or words.

1.2.2b Model subtraction with up to 20 objects.

1.2.3a Decompose the same whole number (up to 20) into parts, using objects, diagrams, and numbers.

1.2.3b Generate equivalent forms (using addition and subtraction) of the same whole number (up to 20) using objects, diagrams, and numbers.

Students can generate equivalent forms using addition first and then using subtraction as well.

1.2.4a Add (mentally and with paper and pencil) up to 20, demonstrating mastery.

Use strategies such as counting on, making ten, decomposing a number to make ten (i.e., $13-4=13-3-1$), using the relationship between addition and subtraction, creating equivalent but easier or known sums ($6+7=6+6+1$).

1.2.7a Explain the inverse relationship between addition and subtraction facts (up to 20).

1.2.7b Show the inverse relationship between addition and subtraction (up to 20), using objects, diagrams, and number sentences (equations).

1.3.1a Write addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.1b Solve addition number sentences (equations) up to 20 from problem situations.

Problems situations should involve adding to, taking from, putting together, taking apart, comparing, with unknowns in all positions.

1.3.2a Create (orally and/or in writing) word problems that match given number sentences (equations) involving addition.

1.3.3a Solve multiple step word problems that involve both addition and subtraction in the same problem.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Measurement and Data

Description

This unit includes measuring lengths by iterating length units.

Students will master:

- 1.5.1a-d
- 1.5.2a
- 1.5.3a-b
- 1.5.4a-d
- 1.5.5a-c
- 1.6.1a
- 1.6.2a
- 1.6.3a
- 1.6.4a
- 1.6.5a

Resources

- 1.5.1 "Going Places" Lessons from the NCTM Illuminations Website
- 1.5.2 "As people get older, they get taller" Lessons from the NCTM Illuminations Website
- 1.5.5 "Magnificent Measurement" Lessons from the NCTM Illuminations Website
- 1.5.1 "What should I measure next? How about me!" Lessons from the NCTM Website

Learning Targets

1.5.1a Define standard unit of measure.

1.5.1b Lay out multiple copies of nonstandard and standard (inches and centimeters) units end to end with no gaps or overlaps.

1.5.1c Count multiple copies of nonstandard and standard (inches and centimeters) units that span an object end to end with no gaps or overlaps.

1.5.1d State the length of an object, understanding that it is equal to the number of same sized length units that span it with no gaps or overlaps.

1.5.2a Predict the effect of using different unit lengths (nonstandard and standard) when measuring the length of the same object and explain why the prediction is true.

1.5.3a State the pros and cons of having different measurements when using different units (nonstandard and standard) to measure the length of the same object.

1.5.3b Explain the need for a fixed unit of length.

1.5.4a Define inch.

1.5.4b Define centimeter.

1.5.4c Estimate the length of an object to the nearest inch and centimeter.

1.5.4d Measure the length of an object to the nearest inch and centimeter.

1.5.5a Define area.

1.5.5b Sort objects according to area, capacity, weight, and temperature.

1.5.5c Order objects according to area, capacity, weight, and temperature from least to greatest (greatest to least).

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Geometry

Description

This unit contains following and giving directions for finding a place or object.

Students will master:

- 1.4.5a-d
- 1.6.1a
- 1.6.2a
- 1.6.3a
- 1.6.4a
- 1.6.5a

Resources

1.4.5 "Ladybug Adventures" Lessons from the NCTM Illuminations Website

Learning Targets

1.4.5a Define distance in nonstandard and/or standard (inches and centimeters) units.

1.4.5b Define turns (right or left).

1.4.5c Follow oral or written directions, involving distance and/or turns, for finding a place or object.

1.4.5d Give oral or written directions, involving distance and/or turns, for finding a place or object.

Written directions may involve maps, diagrams or words.

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

1.6.1a Choose the approach, materials, and strategies to use in solving problems.

1.6.2a Use tools such as objects or drawings to model problems.

1.6.3a Explain the reasoning used and justify the procedures selected in solving a problem.

1.6.4a Make precise calculations and check the validity of the results in the context of the problem.

1.6.5a Understand and use connections between two problems.

Course Overview

Reading and Literature, Grade 2, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in interest- and age-appropriate content. Students gain more skills in reading. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words by using phonics while they learn new concepts, such as prefixes and suffixes, that help them understand the meaning of new vocabulary. They read fluently. They identify and discuss main ideas, characters, plot, setting, and theme. They ask and respond to questions, make predictions and compare information in order to comprehend what they read. They read or listen to and then respond to classic and contemporary fiction, poetry or songs, folktales, plays, nonfiction books (science, social studies, mathematics, and other subjects), children's magazines or periodicals, reference (dictionary, thesaurus, atlas) or technical materials, and online information. Students read books independently for enjoyment.

Language Arts, Grade 2, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students gain more skills in language use and writing. Using discussion, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver brief oral, multimedia presentations, and they participate in classroom or group language arts experiences. They learn to use the conventions of Standard English and a writing process to write clear sentences and paragraphs that develop a central idea. They tell stories and perform plays. Students listen to stories read aloud to them and write independently for enjoyment.

Scope and Sequence

Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills
9 Week(s)	Quarter 2	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills
9 Week(s)	Quarter 3	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills
9 Week(s)	Quarter 4	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

Some targets will continue throughout the year; however some basic level of mastery should occur in quarter one and testing may occur for this basic level.

Mastered Targets for all topics in quarter 1:

2.1.1b-c, 2.1.2a(basic patterns such as -ike,-ate),

2.3.3a, 2.3.4d, 2.3.6a-b, 2.5.6b, 2.5.6a-c, 2.6.1a-b, 2.6.2a, 2.6.3,

Big Ideas

*Readers, writers and speakers are actively engaged.

*Readers and writers apply phonemic awareness, word structure analysis, and vocabulary skills to comprehend and write selections.

*Readers, writers and speakers organize thoughts for application.

Essential Questions

- 1) How are phonic skills used to figure out words you don't know when you read and write?
- 2) What do good readers, writers and speakers do?

Vocabulary

Vocabulary to be introduced in first quarter:

author, purpose, topic, audience, punctuation, comma, period, question mark, exclamation mark, pronounce/pronunciate, medial, vowel, consonant, positions, blend, spelling patterns, plurals, irregular, friendly letter, date, greeting, body of letter, closing, signature, meaning, fluent, expressions, compound word, informational text, table of contents, sequence, comprehend, persuade, inform, entertain, complete sentence, incomplete sentence, facts, opinion, descriptive, details, charts, diagram, graph, context clues, predict, confirm, summarize, connections, character, setting, focus, description, draft, conferencing, narrative, main idea, poetry, fiction, non-fiction, genre, syllable

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1b Distinguish the positions of beginning, middle, and end within single and multi-syllable words

2.1.1c Choose the sound that matches the correct positions within the printed word (beginning, middle, end)

2.1.1d Classify words by their corresponding rhyming sounds.

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd.

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5a Pronounce plural endings on words when speaking in conversation

2.1.5b Read nouns with plural "s" and "es" in context

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5e Read irregular plural nouns in context

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.6a Read aloud at 100 words per minute with 95% accuracy

2.1.6b Interpret punctuation marks correctly in oral reading

2.1.6c Model appropriate inflection to convey meaning while reading orally

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words

- Such as lunchtime, lunchroom, daydream, raindrop

2.2.11 Identify text that uses sequence or other logical order

Such as alphabet or number books, logical order for planting a seed, time order

2.2.1a Select a book to find certain desired information based on the book's title

- For example to learn about cats choose a book about house cats

2.2.1b Examine the table of contents to locate desired information and on what page that section begins

- For example what cats eat-table of contents says "Cat Food page 6"

2.2.2 State the purpose for reading

Read an informational text about pets to decide what kind of animal would make the best pet

2.2.3a Define author's purpose in relation to text

- To persuade, to entertain, to inform

2.2.5a Summarize the main idea in grade level text

2.2.5b State facts and details to support the main idea

2.2.7a Name titles and labels on diagrams, charts, and graphs

2.2.7b Infer the purpose of the information being conveyed by the diagram, chart, or graph

2.2.9a Apply context clues to define unknown words in informational text

- Using picture clues or words around the unknown word to help decode that word

2.3.2a Identify the problem within literary text

2.3.3a Define words compare and contrast

- Compare: How things are alike
- Contrast: How things are different

2.3.4a Identify rhyming words in poetry or fiction

2.3.4c Identify a group of printed words that begin with the same consonant sounds

- Such as the poem, Sarah Sylvia Cynthia Stout by Shel Silverstein

2.3.4e Keep beat to the rhythm of a story or poem by clapping or patting knees

2.3.5 Confirm predictions about what will happen next in a story

2.3.6a List the characteristics of fantasy text

- Such as animals talking, impossible actions

2.3.6b List characteristics of reality text

- Such as events are possible and characters act in natural ways

2.3.7 Identify the meaning or lesson of a story

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5a Pronounce plural endings on words when speaking in conversation

2.1.5b Read nouns with plural "s" and "es" in context

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5e Read irregular plural nouns in context

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.6a Read aloud at 100 words per minute with 95% accuracy

2.1.6b Interpret punctuation marks correctly in oral reading

2.1.6c Model appropriate inflection to convey meaning while reading orally

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words

- Such as lunchtime, lunchroom, daydream, raindrop

2.2.11 Identify text that uses sequence or other logical order

Such as alphabet or number books, logical order for planting a seed, time order

2.2.1a Select a book to find certain desired information based on the book's title

- For example to learn about cats choose a book about house cats

2.2.1b Examine the table of contents to locate desired information and on what page that section begins

- For example what cats eat-table of contents says "Cat Food page 6"

READING, LITERATURE, AND LANGUAGE ARTS,
GRADE 2

English Language Arts
Grade 2, Duration 1 Year

2.2.2 State the purpose for reading

Read an informational text about pets to decide what kind of animal would make the best pet

2.2.3a Define author's purpose in relation to text

- To persuade, to entertain, to inform

2.2.3b Analyze the author's purpose in informational text

- Specifically, what the author wants you to learn in informational text

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts

- Who, what, when, where, why, what if, how

2.2.5a Summarize the main idea in grade level text

2.2.5b State facts and details to support the main idea

2.2.6a Define cause and effect in informational text

2.2.7a Name titles and labels on diagrams, charts, and graphs

2.2.7b Infer the purpose of the information being conveyed by the diagram, chart, or graph

2.2.8 Follow two-step written instructions

2.2.9a Apply context clues to define unknown words in informational text

- Using picture clues or words around the unknown word to help decode that word

2.3.6b List characteristics of reality text

- Such as events are possible and characters act in natural ways

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.4.1 Create a list of ideas for writing

2.4.2a List ideas for a specific topic

- Such as what dogs eat, how you groom dogs, exercise needed for dogs, etc.

2.4.2b Group related ideas together to maintain a consistent focus

2.4.3 Find ideas for writing stories and descriptions in pictures or books

2.4.6a Reread writing for meaning and clarity; make changes as needed

2.5.1a Write a brief narrative in sequential order

2.5.1b Write a brief narrative which includes setting, characters, objects, and events in detail

2.5.3a Recognize the five components of a friendly letter

- Date, greeting, body, closing, and signature

2.5.6a Write for different purposes

- Such as: to persuade, to inform, to entertain

2.5.6b Define audience in relation to writing

- Examples: parents, teacher, friend, principal, government, self, etc.

2.5.6c Write to a specific audience or person

- Examples: parents, teacher, friend, principal, government, self, etc.

2.6.1a Forms printed letters correctly

2.6.1b Spaces words and sentences properly so that writing can be read easily by another person

2.6.2a Choose complete sentences versus incomplete sentences

2.6.3 Place words in correct order in written sentences

Be aware English as New Language (ENL) Students may have specific issues with this standard due to word order in their native language

2.6.5a Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,)

2.6.5b Use commas in writing dates (March 22, 2010)

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

2.6.9b Apply knowledge of consonant blends when spelling

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

2.7.10a Arrange given events in a logical order to be retold aloud

2.7.10b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order)

2.7.10c Retell stories, including characters, setting, and plot

2.7.1a Define the different purposes for listening

- For example: to obtain information, to solve problems, or to enjoy humor

2.7.2a List question words

- Who, what, when, where, why, how, which

2.7.2b Use question words to ask for clarification and explanation of stories and ideas

- For example, during a visitor's presentation students will ask appropriate questions instead of telling stories

2.7.4a Follow 3 and 4 step oral directions

2.7.6a Pronounce words so they are clearly understood for a discussion or oral report

2.7.6b Speak with enough volume to be heard in a discussion or oral report

2.7.6c Speak at a rate that is easily understood in a discussion or oral report

2.7.8 Retell stories, including characters, setting, and plot

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.5a Pronounce plural endings on words when speaking in conversation

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words

- Such as lunchtime, lunchroom, daydream, raindrop

2.6.1b Spaces words and sentences properly so that writing can be read easily by another person

2.6.2a Choose complete sentences versus incomplete sentences

2.6.3 Place words in correct order in written sentences

Be aware English as New Language (ENL) Students may have specific issues with this standard due to word order in their native language

2.6.5a Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,)

2.6.5b Use commas in writing dates (March 22, 2010)

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

2.6.9b Apply knowledge of consonant blends when spelling

2.7.10c Retell stories, including characters, setting, and plot

2.7.8 Retell stories, including characters, setting, and plot

TOPIC: Reading: Foundational Skills

Learning Targets

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1b Distinguish the positions of beginning, middle, and end within single and multi-syllable words

2.1.1c Choose the sound that matches the correct positions within the printed word (beginning, middle, end)

2.1.1d Classify words by their corresponding rhyming sounds.

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5a Pronounce plural endings on words when speaking in conversation

2.1.5b Read nouns with plural "s" and "es" in context

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5e Read irregular plural nouns in context

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.6a Read aloud at 100 words per minute with 95% accuracy

2.1.6b Interpret punctuation marks correctly in oral reading

2.1.6c Model appropriate inflection to convey meaning while reading orally

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words

- Such as lunchtime, lunchroom, daydream, raindrop

UNIT: Quarter 2 -- 9 Week(s)

Description

Some targets will appear in quarter 2 because they require ongoing teaching, however some level of mastery has been accomplished and testing may occur in quarter 1.

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 2

English Language Arts
Grade 2, Duration 1 Year

Mastered Targets for all topics in quarter 2:

2.1.ba-c, 2.1.2,a, 2.1.5a-b, 2.1.8, 2.2.1a, 2.2.6a, 2.2.7a, 2.4.1, 2.4.3, 2.5.5a, 2.5.6a&c, 2.6.2a, 2.6.3, 2.6.4a, 2.6.7a, 2.7.1a, 2.7.2a, 2.7.3a, 2.7.6a, 2.7.7a

Big Ideas

*Readers and writers apply phonemic awareness, word structure analysis, and vocabulary skills to comprehend informational and literary selections.

*Reading fluently aids in comprehension.

Essential Questions

1) What is the relationship between oral and written language?

2) Why is it important to read smoothly and with expression?

Vocabulary

Vocabulary from first quarter will continue.

Vocabulary to be introduced in second quarter:

abbreviations, synonyms, antonyms, compare, contrast, prefix, suffix, chapter headings, alphabetical order, organize, presentation, cause, effect, infer, plot, conclusion, alliteration, root word, base word, dictionary, thesaurus, atlas, paraphrase, proper nouns, initials, revise, publish, proofread, edit, research, reliable, credible, literature, supporting details, resources, verb, noun,

r-controlled, time order words, run-on, question words, phonics, apostrophe, categorized, communicate, comprehend, contractions, conclusion, introduction, paragraph, passage, cultures, rubric, prompt

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1b Distinguish the positions of beginning, middle, and end within single and multi-syllable words

2.1.1c Choose the sound that matches the correct positions within the printed word (beginning, middle, end)

2.1.1d Classify words by their corresponding rhyming sounds.

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.4 Recognize common abbreviations (Jan., Fri.)

2.1.5a Pronounce plural endings on words when speaking in conversation

2.1.5b Read nouns with plural "s" and "es" in context

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5e Read irregular plural nouns in context

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5f Apply rules for correctly writing plural irregular nouns

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.6a Read aloud at 100 words per minute with 95% accuracy

2.1.6b Interpret punctuation marks correctly in oral reading

2.1.6c Model appropriate inflection to convey meaning while reading orally

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 2

English Language Arts
Grade 2, Duration 1 Year

2.1.7a Define antonyms and synonyms

2.1.7b Categorize synonyms orally, then in writing

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words

- Such as lunchtime, lunchroom, daydream, raindrop

2.1.9a Define the meaning of prefixes

- Such as pre- means before, un- means not, re- means to do again

2.1.9b Define the meaning of suffixes

Such as -ful means full of. . . , s/es makes the word plural, er/est compares items

2.2.10a Recognize time order or cause and effect words to sequence events

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
- Cause and Effect: because, since, therefore, so

2.2.10b Use time order or cause and effect words to predict what will come next

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
- Cause and Effect: because, since, therefore, so

2.2.11 Identify text that uses sequence or other logical order

Such as alphabet or number books, logical order for planting a seed, time order

2.2.1a Select a book to find certain desired information based on the book's title

- For example to learn about cats choose a book about house cats

2.2.1b Examine the table of contents to locate desired information and on what page that section begins

- For example what cats eat-table of contents says "Cat Food page 6"

2.2.1c Analyze chapter headings to find desired specific information

2.2.2 State the purpose for reading

Read an informational text about pets to decide what kind of animal would make the best pet

2.2.3a Define author's purpose in relation to text

- To persuade, to entertain, to inform

2.2.3b Analyze the author's purpose in informational text

- Specifically, what the author wants you to learn in informational text

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts

- Who, what, when, where, why, what if, how

2.2.5a Summarize the main idea in grade level text

2.2.5b State facts and details to support the main idea

2.2.6a Define cause and effect in informational text

2.2.6b Identify cause and effect relationships in informational text

2.2.7a Name titles and labels on diagrams, charts, and graphs

2.2.7b Infer the purpose of the information being conveyed by the diagram, chart, or graph

2.2.7c Described the information reported in the diagram, chart, or graph

2.2.9a Apply context clues to define unknown words in informational text

- Using picture clues or words around the unknown word to help decode that word

2.3.1 Compare plots, settings, and characters presented by different authors

- Read and compare Strega Nona, an old Italian folktale retold by Tommie DePaola, with Ox-Cart Man by Donald Hall

, an old Italian folktale retold by Tommie DePaola, with by Donald Hall

2.3.2a Identify the problem within literary text

2.3.3b Compare and Contrast versions of familiar stories from different cultures

- Such as compare fairy tales and folktales that have been retold by different cultures, such as The Three Little Pigs and the southwestern/Latino version The Three Little Javelinas by Susan Lowell or versions of The Gingerbread Man

2.3.4a Identify rhyming words in poetry or fiction

2.3.4b Explain how authors use rhyme to make stories or poems interesting

- Such as to be funny, to be interesting, to grab attention

2.3.4c Identify a group of printed words that begin with the same consonant sounds

- Such as the poem, Sarah Sylvia Cynthia Stout by Shel Silverstein

2.3.5 Confirm predictions about what will happen next in a story

2.3.6c Compare and contrast fantasy and reality text

2.3.7 Identify the meaning or lesson of a story

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5b Read nouns with plural "s" and "es" in context

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

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2.2.7c Describe the information reported in the diagram, chart, or graph

READING, LITERATURE, AND LANGUAGE ARTS,
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2.2.8 Follow two-step written instructions

2.2.9a Apply context clues to define unknown words in informational text

- Using picture clues or words around the unknown word to help decode that word

2.3.6c Compare and contrast fantasy and reality text

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.4.1 Create a list of ideas for writing

2.4.2a List ideas for a specific topic

- Such as what dogs eat, how you groom dogs, exercise needed for dogs, etc.

2.4.2b Group related ideas together to maintain a consistent focus

2.4.3 Find ideas for writing stories and descriptions in pictures or books

2.4.4a Define the reasons to use a dictionary, thesaurus, or atlas

- Dictionary-find definitions, spelling, pronunciation
- Thesaurus-find synonyms and antonyms
- Atlas-find maps

2.4.5a Demonstrate basic keyboarding skills

2.4.5b Use a computer to copy a written draft of a piece of writing into the computer

2.4.6a Reread writing for meaning and clarity; make changes as needed

2.4.6b Use peer conferencing to assist in revising written work

2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules

2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail

2.5.1a Write a brief narrative in sequential order

2.5.1b Write a brief narrative which includes setting, characters, objects, and events in detail

2.5.2a Write a brief description of a familiar object, person, place, or event that: -develops a main idea -uses details to support the main idea

2.5.3a Recognize the five components of a friendly letter

- Date, greeting, body, closing, and signature

2.5.3b Include all five components in a friendly letter

- Date, greeting, body, closing, signature

2.5.4 Write rhymes and simple poems

2.5.5a Define describing words/adjectives

2.5.5b Incorporate descriptive words/adjectives in writing

2.5.6a Write for different purposes

- Such as: to persuade, to inform, to entertain

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2.5.6c Write to a specific audience or person

- Examples: parents, teacher, friend, principal, government, self, etc.

2.5.7a Write a response to literature that demonstrates an understanding of what is read

2.5.8a Use a variety of resources to gather information for an organized research report

- Examples: books, technology, pictures, charts, tables of contents, diagrams

2.5.8b Categorize information obtained in research or observation

Such as: according to size or color

2.5.8c Explain how some resources are more credible or reliable than others

- Example: Information on Wikipedia is from various individuals and may not necessarily be accurate

2.6.2a Choose complete sentences versus incomplete sentences

2.6.2b Explain what is missing from an incomplete sentence

- For example: "hit the ball" Missing-subject or naming part
- "The brown dog" Missing-verb or telling part

2.6.3 Place words in correct order in written sentences

Be aware English as New Language (ENL) Students may have specific issues with this standard due to word order in their native language

2.6.4a Define verbs

2.6.4b Categorize nouns and verbs

2.6.5a Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,)

2.6.5b Use commas in writing dates (March 22, 2010)

2.6.7a Define proper nouns (names of specific people or things, such as Mike, Indiana, Jeep)

2.6.7b List titles of people (Dr., Mr., Mrs., Miss) and initials (J.M.)

2.6.7c Capitalize all proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, and initials

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

2.6.9b Apply knowledge of consonant blends when spelling

2.6.9c Identify words with r-controlled vowels

- This is done when a child is reading a paragraph
- For example: park, supper, bird, corn, further

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

2.7.10a Arrange given events in a logical order to be retold aloud

2.7.10b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order)

2.7.10c Retell stories, including characters, setting, and plot

2.7.11a Use various resource materials to create a report that will be orally retold

2.7.11b Gather facts and details to be used in an organized oral report

2.7.11c Give an organized report using the facts and details previously gathered

2.7.12a List descriptive words about people, places, things, and events

2.7.12b Incorporate descriptive words when speaking about people, places, things, and events

2.7.13 Recite poems, rhymes, songs, and stories

2.7.14a Incorporate all 5 senses with details into discussions or reports

2.7.1a Define the different purposes for listening

- For example: to obtain information, to solve problems, or to enjoy humor

2.7.1b Identify the purpose for listening in different instances

- For example: to obtain information, to solve problems, or to enjoy humor

2.7.2a List question words

- Who, what, when, where, why, how, which

2.7.2b Use question words to ask for clarification and explanation of stories and ideas

- For example, during a visitor's presentation students will ask appropriate questions instead of telling stories

2.7.3a Select text that paraphrases someone else's words

2.7.3b Create a paraphrase (restate in own words) from someone else's words

2.7.4a Follow 3 and 4 step oral directions

2.7.4b Give sequential 3 and 4 step oral directions

2.7.5a Categorize information obtained in research or observation

2.7.5b Write a coherent set of notes or report to be presented orally

2.7.6a Pronounce words so they are clearly understood for a discussion or oral report

2.7.6b Speak with enough volume to be heard in a discussion or oral report

2.7.6c Speak at a rate that is easily understood in a discussion or oral report

2.7.7a Arrange given events in a logical order to be retold aloud

- Such as-given cards with steps to making a peanut butter and jelly sandwich, place them in order to prepare for the oral retelling

2.7.7b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order)

2.7.8 Retell stories, including characters, setting, and plot

2.7.9a Distinguish facts in resource materials

- Such as: People love polar bears (opinion), compared to polar bears have fur (fact)

2.7.9b Use facts and details when reporting on a topic

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5a Pronounce plural endings on words when speaking in conversation

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words

- Such as lunchtime, lunchroom, daydream, raindrop

2.6.2a Choose complete sentences versus incomplete sentences

2.6.2b Explain what is missing from an incomplete sentence

- For example: "hit the ball" Missing-subject or naming part
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2.6.3 Place words in correct order in written sentences

Be aware English as New Language (ENL) Students may have specific issues with this standard due to word order in their native language

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2.6.4b Categorize nouns and verbs

2.6.5a Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,)

2.6.5b Use commas in writing dates (March 22, 2010)

2.6.5c Use commas in a series (Tony, Steve, and Bill)

2.6.7a Define proper nouns (names of specific people or things, such as Mike, Indiana, Jeep)

2.6.7b List titles of people (Dr., Mr., Mrs., Miss) and initials (J.M.)

2.6.7c Capitalize all proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, and initials

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

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GRADE 2

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2.6.9b Apply knowledge of consonant blends when spelling

2.6.9c Identify words with r-controlled vowels

- This is done when a child is reading a paragraph
- For example: park, supper, bird, corn, further

2.7.10c Retell stories, including characters, setting, and plot

2.7.8 Retell stories, including characters, setting, and plot

TOPIC: Reading: Foundational Skills

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1b Distinguish the positions of beginning, middle, and end within single and multi-syllable words

2.1.1c Choose the sound that matches the correct positions within the printed word (beginning, middle, end)

2.1.1d Classify words by their corresponding rhyming sounds.

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.4 Recognize common abbreviations (Jan., Fri.)

2.1.5a Pronounce plural endings on words when speaking in conversation

2.1.5b Read nouns with plural "s" and "es" in context

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

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such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

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2.1.6a Read aloud at 100 words per minute with 95% accuracy

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UNIT: Quarter 3 -- 9 Week(s)

Description

Some targets will appear in quarter 3 because they require ongoing teaching, however some level of mastery has been accomplished and testing may occur in early quarters

Mastered Targets for all topics in quarter 3:

2.1.1b, 2.1.1c (w/ more difficult words)

2.1.2a(dropping the "e" add a suffix, double the last consonant add a suffix),

2.1.3, 2.1.4, 2.1.5f, 2.1.6a, 2.1.11a, 2.1.7a, 2.2.11, 2.2.2, 2.2.3a-b, 2.2.4, 2.2.5a-b, 2.2.7b, 2.2.8, 2.2.9a, 2.2.10a-b, 2.3.2a-b, 2.3.3b, 2.3.4a-d, 2.3.6c, 2.3.7, 2.4.2a-b, 2.4.4a, 2.4.6a, 2.5.1a-b, 2.5.3a-b, 2.5.4, 2.5.6a&c, 2.6.2b, 2.6.4b-c, 2.6.5a-b, 2.6.7b-c, 2.6.8, 2.6.9a-c, 2.7.1b, 2.7.2b, 2.7.4a, 2.7.12a, 2.7.13

Big Ideas

*Readers and writers use of various reading strategies to aid comprehension and fluency.

*Readers as well as writers engage with resources and technology.

Essential Questions

1) How does using compare and contrast as well as cause and effect help to build understanding.

2) How can computers be used for research and writing?

3) How can using punctuation marks and expression help fluent reading?

Vocabulary

Vocabulary from first and second quarter will continue.

Vocabulary to be introduced in third quarter:

quotation mark, biography, ellipse, symbol

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11a Classify common word families

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2.1.11b Apply knowledge of word families to read unfamiliar words

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2.1.7c Compare and contrast words to decide if they are synonyms or antonyms

2.1.7d Write antonym pairs

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2.1.9b Define the meaning of suffixes

Such as -ful means full of. . . , s/es makes the word plural, er/est compares items

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- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
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2.2.10c Confirm predictions and conclusions using time order or cause and effect words

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
- Cause and Effect: because, since, therefore, so

2.2.11 Identify text that uses sequence or other logical order

Such as alphabet or number books, logical order for planting a seed, time order

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READING, LITERATURE, AND LANGUAGE ARTS, GRADE 2

English Language Arts
Grade 2, Duration 1 Year

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- Read and compare Strega Nona, an old Italian folktale retold by Tommie DePaola, with Ox-Cart Man by Donald Hall

, an old Italian folktale retold by Tommie DePaola, with by Donald Hall

2.3.2a Identify the problem within literary text

2.3.2b Create a different ending to the story

2.3.2c Analyze how a new ending will impact the story

2.3.3b Compare and Contrast versions of familiar stories from different cultures

- Such as-compare fairy tales and folktales that have been retold by different cultures, such as The Three Little Pigs and the southwestern/Latino version The Three Little Javelinas by Susan Lowell or versions of The Gingerbread Man

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2.3.4b Explain how authors use rhyme to make stories or poems interesting

- Such as to be funny, to be interesting, to grab attention

2.3.4c Identify a group of printed words that begin with the same consonant sounds

- Such as-the poem, Sarah Sylvia Cynthia Stout by Shel Silverstein

2.3.4d Explain how authors use repeating consonant sounds (alliteration) to make stories or poems interesting

- Such as to be funny, to be interesting, to grab attention

2.3.5 Confirm predictions about what will happen next in a story

2.3.6c Compare and contrast fantasy and reality text

2.3.7 Identify the meaning or lesson of a story

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5e Read irregular plural nouns in context

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5f Apply rules for correctly writing plural irregular nouns

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.6a Read aloud at 100 words per minute with 95% accuracy

2.1.6b Interpret punctuation marks correctly in oral reading

2.1.6c Model appropriate inflection to convey meaning while reading orally

2.1.7a Define antonyms and synonyms

2.1.7b Categorize synonyms orally, then in writing

2.1.7c Compare and contrast words to decide if they are synonyms or antonyms

2.1.7d Write antonym pairs

2.1.9a Define the meaning of prefixes

- Such as pre- means before, un- means not, re- means to do again

2.1.9b Define the meaning of suffixes

Such as -ful means full of. . . , s/es makes the word plural, er/est compares items

2.2.10a Recognize time order or cause and effect words to sequence events

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
- Cause and Effect: because, since, therefore, so

2.2.10b Use time order or cause and effect words to predict what will come next

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
- Cause and Effect: because, since, therefore, so

2.2.10c Confirm predictions and conclusions using time order or cause and effect words

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
- Cause and Effect: because, since, therefore, so

2.2.11 Identify text that uses sequence or other logical order

Such as alphabet or number books, logical order for planting a seed, time order

2.2.1b Examine the table of contents to locate desired information and on what page that section begins

- For example what cats eat-table of contents says "Cat Food page 6"

2.2.1c Analyze chapter headings to find desired specific information

2.2.2 State the purpose for reading

Read an informational text about pets to decide what kind of animal would make the best pet

2.2.3a Define author's purpose in relation to text

- To persuade, to entertain, to inform

2.2.3b Analyze the author's purpose in informational text

- Specifically, what the author wants you to learn in informational text

2.2.3c Write how the author persuades, informs, or entertains with the text

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts

- Who, what, when, where, why, what if, how

2.2.5a Summarize the main idea in grade level text

2.2.5b State facts and details to support the main idea

2.2.6b Identify cause and effect relationships in informational text

2.2.7b Infer the purpose of the information being conveyed by the diagram, chart, or graph

2.2.7c Describe the information reported in the diagram, chart, or graph

2.2.8 Follow two-step written instructions

2.2.9a Apply context clues to define unknown words in informational text

- Using picture clues or words around the unknown word to help decode that word

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.4.2a List ideas for a specific topic

- Such as what dogs eat, how you groom dogs, exercise needed for dogs, etc.

2.4.2b Group related ideas together to maintain a consistent focus

2.4.3 Find ideas for writing stories and descriptions in pictures or books

2.4.4a Define the reasons to use a dictionary, thesaurus, or atlas

- Dictionary-find definitions, spelling, pronunciation
- Thesaurus-find synonyms and antonyms
- Atlas-find maps

2.4.5a Demonstrate basic keyboarding skills

2.4.5b Use a computer to copy a written draft of a piece of writing into the computer

2.4.5c Use a computer to revise a piece of written work

Such as changing word choice, inserting missing or incomplete information, spell check, etc.

2.4.5d Use a computer to create a final published piece of writing

- Such as inserting pictures, choosing font type and size

2.4.6a Reread writing for meaning and clarity; make changes as needed

2.4.6b Use peer conferencing to assist in revising written work

2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules

2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail

2.5.1a Write a brief narrative in sequential order

2.5.1b Write a brief narrative which includes setting, characters, objects, and events in detail

2.5.2a Write a brief description of a familiar object, person, place, or event that: -develops a main idea -uses details to support the main idea

2.5.3a Recognize the five components of a friendly letter

- Date, greeting, body, closing, and signature

2.5.3b Include all five components in a friendly letter

- Date, greeting, body, closing, signature

2.5.4 Write rhymes and simple poems

2.5.5b Incorporate descriptive words/adjectives in writing

2.5.6a Write for different purposes

- Such as: to persuade, to inform, to entertain

2.5.6c Write to a specific audience or person

- Examples: parents, teacher, friend, principal, government, self, etc.

2.5.7a Write a response to literature that demonstrates an understanding of what is read

2.5.7b Support ideas concerning written text with evidence from the actual text

- Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite

2.5.8a Use a variety of resources to gather information for an organized research report

- Examples: books, technology, pictures, charts, tables of contents, diagrams

2.5.8b Categorize information obtained in research or observation

- Such as: according to size or color

2.5.8c Explain how some resources are more credible or reliable than others

- Example: Information on Wikipedia is from various individuals and may not necessarily be accurate

2.5.8d Use credible resources to write an organized research paper May then be delivered orally

2.5.8e List title and author of credible resources used for research paper

2.6.2b Explain what is missing from an incomplete sentence

- For example: "hit the ball" Missing-subject or naming part
- "The brown dog" Missing-verb or telling part

2.6.4b Categorize nouns and verbs

2.6.4c Correctly write nouns and verbs in sentences

2.6.5a Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,)

2.6.5b Use commas in writing dates (March 22, 2010)

2.6.5c Use commas in a series (Tony, Steve, and Bill)

2.6.6 Use quotation marks correctly to show that someone is speaking

2.6.7b List titles of people (Dr., Mr., Mrs., Miss) and initials (J.M.)

2.6.7c Capitalize all proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, and initials

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

2.6.9b Apply knowledge of consonant blends when spelling

2.6.9c Identify words with r-controlled vowels

- This is done when a child is reading a paragraph
- For example: park, supper, bird, corn, further

2.6.9d Apply knowledge of r-controlled vowels when spelling

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

2.7.10a Arrange given events in a logical order to be retold aloud

2.7.10b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order)

2.7.10c Retell stories, including characters, setting, and plot

2.7.11a Use various resource materials to create a report that will be orally retold

2.7.11b Gather facts and details to be used in an organized oral report

2.7.11c Give an organized report using the facts and details previously gathered

2.7.12a List descriptive words about people, places, things, and events

2.7.12b Incorporate descriptive words when speaking about people, places, things, and events

2.7.13 Recite poems, rhymes, songs, and stories

2.7.14a Incorporate all 5 senses with details into discussions or reports

2.7.1b Identify the purpose for listening in different instances

- For example: to obtain information, to solve problems, or to enjoy humor

2.7.2b Use question words to ask for clarification and explanation of stories and ideas

- For example, during a visitor's presentation students will ask appropriate questions instead of telling stories

2.7.3b Create a paraphrase (restate in own words) from someone else's words

2.7.4a Follow 3 and 4 step oral directions

2.7.4b Give sequential 3 and 4 step oral directions

2.7.5a Categorize information obtained in research or observation

2.7.5b Write a coherent set of notes or report to be presented orally

2.7.6b Speak with enough volume to be heard in a discussion or oral report

2.7.6c Speak at a rate that is easily understood in a discussion or oral report

2.7.7b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order)

2.7.8 Retell stories, including characters, setting, and plot

2.7.9a Distinguish facts in resource materials

- Such as: People love polar bears (opinion), compared to polar bears have fur (fact)

2.7.9b Use facts and details when reporting on a topic

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.6.2b Explain what is missing from an incomplete sentence

- For example: "hit the ball" Missing-subject or naming part
- "The brown dog" Missing-verb or telling part

2.6.4b Categorize nouns and verbs

2.6.4c Correctly write nouns and verbs in sentences

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2.6.7c Capitalize all proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, and initials

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

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2.6.9c Identify words with r-controlled vowels

- This is done when a child is reading a paragraph
- For example: park, supper, bird, corn, further

2.6.9d Apply knowledge of r-controlled vowels when spelling

2.7.10c Retell stories, including characters, setting, and plot

2.7.8 Retell stories, including characters, setting, and plot

TOPIC: Reading: Foundational Skills

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11a Classify common word families

- Such as (-ale, -est, -ine, -ock, -ump)

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1b Distinguish the positions of beginning, middle, and end within single and multi-syllable words

2.1.1c Choose the sound that matches the correct positions within the printed word (beginning, middle, end)

2.1.1d Classify words by their corresponding rhyming sounds.

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.4 Recognize common abbreviations (Jan., Fri.)

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5e Read irregular plural nouns in context

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5f Apply rules for correctly writing plural irregular nouns

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.6a Read aloud at 100 words per minute with 95% accuracy

2.1.6b Interpret punctuation marks correctly in oral reading

2.1.6c Model appropriate inflection to convey meaning while reading orally

2.1.7a Define antonyms and synonyms

2.1.7b Categorize synonyms orally, then in writing

2.1.9a Define the meaning of prefixes

- Such as pre- means before, un- means not, re- means to do again

2.1.9b Define the meaning of suffixes

Such as -ful means full of. . ., s/es makes the word plural, er/est compares items

UNIT: Quarter 4 -- 9 Week(s)

Description

Students will have mastered all learning targets by the end of grade 2

Some targets will appear in quarter 4 because they require ongoing teaching, however some level of mastery has been accomplished and testing may occur in early quarters

Mastered Targets for all topics in quarter 4:

2.1.1a (in multi-syllable words), 2.1.1d, 2.1.1e (3-letter blends), 2.1.1f (long and short vowel sounds),

2.1.2a, 2.1.3, 2.1.4 (all with more rigor),

2.1.5c, e-f,

2.1.6a-c, 2.1.7b-d, 2.1.9a, 2.1.9b, 2.1.10, 2.1.11b

2.2.1b-c, 2.2.3c, 2.2.5a-b, 2.2.6b, 2.2.7c, 2.2.9a (w/ multi-syllable words), 2.2.10c, 2.3.1, 2.3.2c, 2.3.5, 2.4.5a-d, 2.4.6a (with more rigor), 2.4.6b, 2.4.7, 2.4.8, 2.5.2, 2.5.5b,

2.5.6a, 2.5.6c (varied purposes each quarter),

2.5.7a-b, 2.5.8a-e,

2.6.5c, 2.6.6, 2.6.8 (more rigor), 2.6.9d, 2.7.3b, 2.7.4b, 2.7.5a-b, 2.7.6b-c, 2.7.7b,

2.7.8 (with more complex text), 2.7.9a-b, 2.7.10a-d, 2.7.11a-c, 2.7.12b, 2.7.14a

Big Ideas

*Researchers gather, organize, write and present aloud information.

*Reading and writers apply phonemic awareness, word structure analysis, and vocabulary skills to analyze and respond to informational and literary selections.

Essential Questions

1) How do researchers prepare information for presentations?

2) How do good readers, writers, and speakers show their understanding?

Vocabulary

Vocabulary from previous three quarters will continue, no new vocabulary .

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Mastered Targets:

2.1.10 (more difficult),

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1d Classify words by their corresponding rhyming sounds.

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.4 Recognize common abbreviations (Jan., Fri.)

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

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2.1.7b Categorize synonyms orally, then in writing

2.1.7c Compare and contrast words to decide if they are synonyms or antonyms

2.1.7d Write antonym pairs

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 2

English Language Arts
Grade 2, Duration 1 Year

2.1.9a Define the meaning of prefixes

- Such as pre- means before, un- means not, re- means to do again

2.1.9b Define the meaning of suffixes

Such as -ful means full of. . . , s/es makes the word plural, er/est compares items

2.2.10b Use time order or cause and effect words to predict what will come next

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
- Cause and Effect: because, since, therefore, so

2.2.10c Confirm predictions and conclusions using time order or cause and effect words

- Time Order: before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when
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2.2.1b Examine the table of contents to locate desired information and on what page that section begins

- For example what cats eat-table of contents says "Cat Food page 6"

2.2.1c Analyze chapter headings to find desired specific information

2.2.3b Analyze the author's purpose in informational text

- Specifically, what the author wants you to learn in informational text

2.2.3c Write how the author persuades, informs, or entertains with the text

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts

- Who, what, when, where, why, what if, how

2.2.5a Summarize the main idea in grade level text

2.2.5b State facts and details to support the main idea

2.2.6b Identify cause and effect relationships in informational text

2.2.7b Infer the purpose of the information being conveyed by the diagram, chart, or graph

2.2.7c Describe the information reported in the diagram, chart, or graph

2.2.9a Apply context clues to define unknown words in informational text

- Using picture clues or words around the unknown word to help decode that word

2.3.1 Compare plots, settings, and characters presented by different authors

- Read and compare Strega Nona, an old Italian folktale retold by Tommie DePaola, with Ox-Cart Man by Donald Hall

, an old Italian folktale retold by Tommie DePaola, with by Donald Hall

2.3.2a Identify the problem within literary text

2.3.2b Create a different ending to the story

2.3.2c Analyze how a new ending will impact the story

2.3.5 Confirm predictions about what will happen next in a story

2.3.7 Identify the meaning or lesson of a story

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

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- Using picture clues or words around the unknown word to help decode that word

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

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2.4.2b Group related ideas together to maintain a consistent focus

2.4.5a Demonstrate basic keyboarding skills

2.4.5b Use a computer to copy a written draft of a piece of writing into the computer

2.4.5c Use a computer to revise a piece of written work

Such as changing word choice, inserting missing or incomplete information, spell check, etc.

2.4.5d Use a computer to create a final published piece of writing

- Such as inserting pictures, choosing font type and size

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- Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite

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- Examples: books, technology, pictures, charts, tables of contents, diagrams

2.5.8b Categorize information obtained in research or observation

Such as: according to size or color

2.5.8c Explain how some resources are more credible or reliable than others

- Example: Information on Wikipedia is from various individuals and may not necessarily be accurate

2.5.8d Use credible resources to write an organized research paper May then be delivered orally

2.5.8e List title and author of credible resources used for research paper

2.6.4b Categorize nouns and verbs

2.6.4c Correctly write nouns and verbs in sentences

2.6.5b Use commas in writing dates (March 22, 2010)

2.6.5c Use commas in a series (Tony, Steve, and Bill)

2.6.6 Use quotation marks correctly to show that someone is speaking

2.6.7c Capitalize all proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, and initials

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

2.6.9b Apply knowledge of consonant blends when spelling

2.6.9d Apply knowledge of r-controlled vowels when spelling

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

2.7.10a Arrange given events in a logical order to be retold aloud

2.7.10b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order)

2.7.10c Retell stories, including characters, setting, and plot

2.7.11a Use various resource materials to create a report that will be orally retold

2.7.11b Gather facts and details to be used in an organized oral report

2.7.11c Give an organized report using the facts and details previously gathered

2.7.12b Incorporate descriptive words when speaking about people, places, things, and events

2.7.14a Incorporate all 5 senses with details into discussions or reports

2.7.2b Use question words to ask for clarification and explanation of stories and ideas

- For example, during a visitor's presentation students will ask appropriate questions instead of telling stories

2.7.3b Create a paraphrase (restate in own words) from someone else's words

2.7.4b Give sequential 3 and 4 step oral directions

2.7.5a Categorize information obtained in research or observation

2.7.5b Write a coherent set of notes or report to be presented orally

2.7.6b Speak with enough volume to be heard in a discussion or oral report

2.7.6c Speak at a rate that is easily understood in a discussion or oral report

2.7.7b Demonstrate sequencing of events when speaking (chronological order, order of importance, spatial order)

2.7.8 Retell stories, including characters, setting, and plot

2.7.9a Distinguish facts in resource materials

- Such as: People love polar bears (opinion), compared to polar bears have fur (fact)

2.7.9b Use facts and details when reporting on a topic

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.6.4b Categorize nouns and verbs

2.6.4c Correctly write nouns and verbs in sentences

2.6.5b Use commas in writing dates (March 22, 2010)

2.6.5c Use commas in a series (Tony, Steve, and Bill)

2.6.6 Use quotation marks correctly to show that someone is speaking

2.6.7c Capitalize all proper nouns, words at beginning of sentences, greetings, months, days of the week, titles, and initials

2.6.8 Spell correctly words like was, were, says, said, who, what, and why, which are used frequently but do not fit common spelling patterns

2.6.9a Apply knowledge of long and short vowels when spelling

2.6.9b Apply knowledge of consonant blends when spelling

2.6.9d Apply knowledge of r-controlled vowels when spelling

TOPIC: Reading: Foundational Skills

Learning Targets

2.1.10 Identify simple multiple-meaning words

Such as change, duck, bat, lap

2.1.11b Apply knowledge of word families to read unfamiliar words

2.1.1a Apply letter sounds to pronounce unfamiliar words

2.1.1d Classify words by their corresponding rhyming sounds.

2.1.1e Clearly pronounce blends within words

- Such as bl, cl, st, str, dr, tr, nd,

2.1.1f Read aloud words with correct pronunciation of vowel sounds

2.1.2a Recognize various spelling patterns in order to sound out/chunk new words

- Such as doubling the consonant/dropping the final e before adding a suffix, 'tion, change "y" to "i" and add "es"

2.1.3 Decode (sound out) regular words with more than one syllable (dinosaur, vacation)

2.1.4 Recognize common abbreviations (Jan., Fri.)

2.1.5c Apply rules for correctly writing plural nouns with "s" or "es"

- Such as adding "es" to the words ending with ch, sh, x, ss

2.1.5d Pronounce irregular plural nouns in conversation

such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5e Read irregular plural nouns in context

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.5f Apply rules for correctly writing plural irregular nouns

- such as child/children, mouse/mice, foot/feet, goose/geese, deer, fish

2.1.6a Read aloud at 100 words per minute with 95% accuracy

2.1.6b Interpret punctuation marks correctly in oral reading

2.1.6c Model appropriate inflection to convey meaning while reading orally

2.1.7b Categorize synonyms orally, then in writing

2.1.7c Compare and contrast words to decide if they are synonyms or antonyms

2.1.7d Write antonym pairs

2.1.9a Define the meaning of prefixes

- Such as pre- means before, un- means not, re- means to do again

2.1.9b Define the meaning of suffixes

Such as -ful means full of. . . , s/es makes the word plural, er/est compares items

Course Overview

Students understand the relationship among numbers, quantities, and place value in whole numbers up to 100. They understand that fractions may refer to parts of a set and parts of a whole. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They model, represent, and interpret number relationships to create and solve problems involving addition and subtraction. Students describe and analyze shapes by examining their sides and investigate, describe, and reason about decomposing and combining shapes to make other shapes. Students understand how to measure length, temperature, capacity, weight, and time in standard units. They choose, combine, and apply effective strategies for solving problems in reasonable ways and justifying their reasoning.

The Process Standards should be addressed throughout the course. Students build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving.

Students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof.

Students organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers and others; analyze and evaluate the mathematical thinking and strategies of others; and use the language of mathematics to express mathematical ideas precisely.

Students regularly create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.

Students continually make connections. They should recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics.

Technology is used as an essential tool in mathematics education to support and extend the mathematics curriculum. Technology can contribute to concept development, simulation, representation, communication, and problem solving. The challenge is to ensure that technology supports—but is not a substitute for—the development of skills with basic operations, quantitative reasoning and problem-solving skills. Elementary students must learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator. The focus must be on learning mathematics, using technology as a tool, rather than as an end in itself.

Letter of Introduction:

Dear Indiana Mathematics Education Colleague:

July 12-16, 2010, approximately 30 Indiana mathematics education professionals met in Indianapolis to participate in the development of the IDOE Curriculum Maps for Mathematics grades K through 8 and Algebra 1, Algebra 2 and Geometry. The goal of this work was to “unpack” the 2000 Indiana Academic Standards for Mathematics to provide more clarity about what students need to learn in order to achieve “mastery” of a particular Standard Indicator. Each Indicator in the 2000 Standards was unpacked into smaller “Learning Targets,” when appropriate. These Learning Targets are numbered according to the related Indicator with a lowercase letter representing a suggested sequence of content within that Indicator. For example, a Standard Indicator like 8.3.3 was broken down into 8.3.3a and 8.3.3b. The Learning Targets were then organized into 9-week (quarterly) Instructional Units with Big Ideas, Essential Questions and Vocabulary for each Unit.

For 2010-11, teachers will use these Maps, based on the 2000 Math Standards. On August 3, 2010, the Common Core State Standards were formally adopted as Indiana’s Academic Standards for Mathematics. During the coming school year, we will integrate additional Learning Targets from the Common Core State Standards to create revised Maps to be used during the 2011-12 school year. (You can find The Common Core State Standards at www.corestandards.org to see what will be shaping our curriculum maps.)

Because the 2000 Standard Indicators were unpacked into smaller Learning Targets, the number of Targets may seem overwhelming. However, we believe the unpacking of the indicators provides these advantages:

- A more complete understanding of the meaning of the indicator can be derived.
- A student's learning can be described and communicated more clearly between all those with an interest in the student's learning (including the student).
- Feedback provided to students on their learning progress can be more specific.
- More specificity about which aspects of an indicator should be included at various points throughout the year can be provided.

While the increased number of Learning Targets has the above advantages, we caution against these pitfalls:

- Focusing only on the individual targets rather than the big ideas.
- Teaching only a small set of targets at a time rather than using the progression as a tool for differentiating instruction.
- Monitoring every student on each target rather than using the progression as a resource for formative assessment.

This Curriculum Map represents the best thinking of some of your colleagues. We fully expect that this resource will be adapted to meet the needs of individual classrooms and hope that it will be a useful scaffold upon which teachers can build their classroom curriculum.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices
9 Week(s)	Quarter 2	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices
9 Week(s)	Quarter 3	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices
9 Week(s)	Quarter 4	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Geometry 5. Mathematical Practices

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

During the 1st Quarter the primary focus in the classroom should be on students developing addition and subtraction skills and an

MATHEMATICS GRADE 2

Grade 2, Duration 1 Year

understanding of their inverse relationship. Students explore predictable numerical patterns, place value, and how real-world situations can be described quantitatively. Process skills (problem solving) will be developed and practiced throughout the year.

Big Ideas

1. Computation involves composing and decomposing numbers in many ways.
2. Addition and subtraction are inversely related, and their properties may be used to understand the other.
3. Numbers can be expressed as groups of tens and ones.
4. Number patterns repeat predictably and can be generalized and applied.
5. Mathematical concepts can be used to understand and model real-world situations.

Essential Questions

1. How do the relationship between addition and subtraction contribute to mathematical understanding?
2. How do predictable mathematical patterns help me understand number concepts?
3. How does place value help me understand numerical quantities?
4. How do mathematical concepts model real-world situations?

Vocabulary

New Vocabulary: numerical order, number combinations, inverse relationship, commutative property (rule), linear, rule of linear pattern, justify, time interval, analog, reasonable

Familiar Vocabulary: place value, digit, number sentence, strategy, a.m., p.m., pattern

Resources

Virtual Manipulatives

<http://nlvm.usu.edu/en/nav/vlibrary.html>

Lessons and Activities from NCTM

<http://illuminations.nctm.org/Lessons.aspx>

These sites are excellent resources for the entire year.

TOPIC: Number and Operations in Base Ten

Description

Time needs to be spent on these foundational topics throughout the quarter.

Indicators to be mastered: 2.1.1, 2.1.2, 2.1.5

Learning Targets

MA.2.1.1a Count orally forward or backward for 10 consecutive numbers from any given number up to 100.

MA.2.1.1b Count orally and write numbers by 2's to 100.

MA.2.1.1c Count orally and write numbers by 5's to 100.

MA.2.1.1d Count orally and write numbers by 10's to 100.

MA.2.1.5a Tell if a number is larger or smaller than a given number, with any two numbers up to 100.

MA.2.1.5b Arrange a given set of numbers up to 100 in order from least to greatest.

MA.2.1.5c Arrange a given set of numbers up to 100 in order from greatest to least.

MA.2.1.2a Describe the pattern of digits in the ones place for each group of ten, from tens through nineties.

Ex: 40, 41, 42, 43, 44, 45, 46, 47, 48, 49

MA.2.1.2b Explain that the tens digit does not change in any grouping of ten (i.e., teens, twenties, thirties, forties, etc.)

Ex: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 all have a 2 in the tens place.

MA.2.1.2c Describe the patterns in the tens and ones places as you increase or decrease a given number by ten, for any number up to 100.

Ex: Increasing or decreasing 69 by ten results in the ones place digit remaining the same and the tens place digit increasing or decreasing by one digit.

MA.2.1.4a Name the number that is ten more or ten less than any number 10 through 90.

Use a hundred chart to locate the number that is ten more or ten less than a given number.

MA.2.1.3a Show numbers up to 100 in various combinations of tens and ones using place value drawings.

MA.2.1.3b Show numbers up to 100 in various combinations of tens and ones using place value models.

MA.2.1.3c Write numbers up to 100 in various combinations of tens and ones.

Ex: 6 tens + 3 ones = 63

MA.2.3.2a Define the commutative property for addition.

MA.2.3.2b Explain how to use the commutative property for addition to simplify mental calculations and to check results.

MA.2.3.2c Apply the commutative property for addition to simplify mental calculations and to check results.

Ex: Add 17, 5, and 13 in that order. Now add them in the order of 17, 13, and 15. Explain which was easier and why.

TOPIC: Operations and Algebraic Thinking

Description

Time needs to be spent on these foundational topics throughout the quarter.

Indicators to be mastered: 2.2.1

Partial Indicators to be mastered: 2.2.2a, 2.2.6a, 2.3.4a-b

Learning Targets

MA.2.2.1a Model addition of numbers less than 100 with objects.

MA.2.2.1b Model addition of numbers less than 100 by drawing pictures.

MA.2.2.2a Add two whole numbers less than 100 without regrouping.

MA.2.2.2b Add two whole numbers less than 100 with regrouping.

MA.2.2.4a Show the inverse relationship between addition and subtraction.

This learning is closely related to fact families practiced in first grade. Ex: $89-17=72$ relates to $72+17=89$

MA.2.2.4b Describe the inverse relationship between addition and subtraction.

MA.2.2.4c Apply understanding of inverse relationships to determine if an addition or subtraction answer is valid.

MA.2.2.6a Use mental arithmetic to add 0, 1, 2, 3, 4, 5, or 10 to numbers less than 100.

MA.2.2.3a Subtract two whole numbers less than 100 without regrouping.

MA.2.3.1a Select whether an addition or subtraction number sentence fits a given problem situation.

MA.2.3.1b Write an addition number sentence for a given problem situation.

MA.2.3.1c Write a subtraction number sentence for a given problem situation.

MA.2.3.3a Describe the rule for a given linear pattern.

Ex: One horse has 4 legs, two horses have 8 legs, and so on. Continue the pattern to find how many legs 5 horses have.

MA.2.3.3b Apply the rule to extend a linear pattern.

Ex: One horse has 4 legs, two horses have 8 legs, and so on. Continue the pattern to find how many legs 5 horses have.

MA.2.3.4a Describe the rule for a given addition number pattern.

MA.2.3.4b Extend number patterns using addition.

MA.2.3.4c Create number patterns using addition.

TOPIC: Measurement and Data

Description

Partial Indicators to be mastered: 2.5.12a, 2.5.9c

Learning Targets

MA.2.5.12a Tell the value in pennies equal to a quarter, half-dollar, and dollar.

MA.2.5.12b Determine the value of a collections of pennies, nickels, dimes, quarters, half-dollars, and dollars.

The value of pennies, nickels, and dimes was taught in first grade.

MA.2.5.9a Tell the time to the nearest quarter hour using an analog clock.

Students need to know that 15 minutes is equivalent to a quarter of an hour.

MA.2.5.9b Determine five-minute intervals using an analog clock.

MA.2.5.9c Explain the difference between a.m. and p.m.

TOPIC: Geometry

Learning Targets

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

MA.2.6.1a Select the best strategy and materials to solve mathematical problems.

Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares."

MA.2.6.2a Select the appropriate tools, such as objects or drawings, to model given mathematical problems.

MA.2.6.3a Explain the reasoning used in solving a problem.

MA.2.6.3b Justify the selected procedures in solving a problem.

MA.2.6.4a Perform precise calculations.

MA.2.6.4b Evaluate the validity of the results within the context of the problem.

MA.2.6.5a Describe connections between two problems.

MA.2.6.5b Apply understanding of one problem to solve another problem.

UNIT: Quarter 2 -- 9 Week(s)

Description

During the 2nd Quarter students continue to practice addition and subtraction skills. They learn to apply estimation to determine whether an answer is reasonable. Shapes and groups are explored through properties and fractional descriptions. Process skills (problem solving) continue to be developed and practiced throughout the year.

Big Ideas

1. Developing mental math skills increases efficiency and accuracy in solving problems.
2. Estimation is useful in checking the accuracy and reasonableness of a solution.
3. Fractions represent equal parts of a whole or a group.
4. Measurement involves using defined units to quantify.
5. Shapes can be described by their special properties.

Essential Questions

1. How do I know a strategy is efficient and effective?
2. How do I know if an estimate is reasonable?
3. How do fractions help me describe shapes and groups?
4. Why is it important for me to use consistent units of measure?
5. Why is it important for me to know the special properties of shapes?

Vocabulary

New Vocabulary: unit fraction, associative property (rule), rectangular prism, vertex (vertices), plane shape, solid shape, 2 dimensional, 3 dimensional

Familiar Vocabulary: ordinal number, odd, even, 2 dimensional, edge, congruent, face, construct

TOPIC: Number and Operations in Base Ten

Description

Indicators to be mastered: 2.1.6

Partial Indicators to be mastered: 2.1.7a-b, 2.1.9a

Learning Targets

MA.2.1.6a Match the number names (first, second, third, etc.) with an ordered set of up to 100 items.

Ordinal number names.

MA.2.1.7a Create models or drawings to represent odd and even numbers.

MA.2.1.7b Explain the difference between odd and even numbers.

MA.2.1.7c Select odd and even numbers from a list of numbers up to 100.

MA.2.1.9a Name the unit fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, and $\frac{1}{12}$.

TOPIC: Operations and Algebraic Thinking

Description

Time needs to be spent on these foundational topics throughout the quarter.

Indicators to be mastered: 2.2.2, 2.2.6, 2.3.2, 2.3.4

Learning Targets

MA.2.2.2a Add two whole numbers less than 100 without regrouping.

MA.2.2.2b Add two whole numbers less than 100 with regrouping.

MA.2.2.6b Use mental arithmetic to subtract 0, 1, 2, 3, 4, 5, or 10 from numbers less than 100.

MA.2.2.3a Subtract two whole numbers less than 100 without regrouping.

MA.2.3.2d Define the associative property for addition.

Students need to understand what parentheses are and how they affect a math problem.

MA.2.3.2e Explain how to use the associative property for addition to simplify mental calculations and to check results.

MA.2.3.2f Apply the associative property for addition to simplify mental calculations and to check results.

Ex: Mentally add $(5+17)+13$ and then add $5+(17+13)$. Explain which was easier and why.

MA.2.3.4d Describe the rule for a given subtraction number pattern.

MA.2.3.4e Extend number patterns using subtraction.

MA.2.3.4f Create number patterns using subtraction.

MA.2.2.5a Explain what estimation means.

MA.2.2.5b Decide whether answers for addition problems are reasonable by using estimation.

TOPIC: Measurement and Data

Description

Partial Indicators to be mastered: 2.5.2a-e, 2.5.10b, d, h

Learning Targets

MA.2.5.2d Describe the relationship between centimeter and meter.

MA.2.5.2e Describe the relationships among inch, foot, and yard.

MA.2.5.10a Tell how many seconds are in a minute.

MA.2.5.10b Tell how many minutes are in an hour.

MA.2.5.10c Tell how many hours are in a day.

MA.2.5.10d Tell how many days are in a week.

MA.2.5.10e Tell how many days are in each month.

Students should recognize that the number of days in a month varies for different months.

MA.2.5.10f Tell how many days are in a year.

Students should recognize that leap year contains an extra day.

MA.2.5.10g Tell how many weeks are in a year.

MA.2.5.10h Tell how many months are in a year.

MA.2.5.2a Tell how many inches are in a foot.

MA.2.5.2b Tell how many feet are in a yard.

MA.2.5.2c Tell how many inches are in a yard.

MA.2.5.1a Measure length to the nearest inch, foot, and yard.

MA.2.5.1b Estimate length to the nearest inch, foot, and yard.

TOPIC: Geometry

Description

Indicators to be mastered: 2.1.10, 2.4.2

Learning Targets

MA.2.4.1a Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials.

Ex: Use blocks to make a rectangular prism.

MA.2.4.2a Describe plane shapes (triangle, square, rectangle) by size and number of sides and by number of vertices.

MA.2.4.2b Classify plane shapes (triangle, square, rectangle) by size and number of sides and by number of vertices.

MA.2.4.2c Sort plane shapes (triangle, square, rectangle) by size and number of sides and by number of vertices.

MA.2.4.2d Describe solid geometric shapes (cube, rectangular prism) according to the number and shape of faces and the number of edges and vertices.

MA.2.4.2e Classify solid geometric shapes (cube, rectangular prism) according to the number and shape of faces and the number of edges and vertices.

MA.2.4.2f Sort solid geometric shapes (cube, rectangular prism) according to the number and shape of faces and the number of edges and vertices.

MA.2.4.4a Identify (name) congruent two-dimensional shapes in any position.

MA.2.1.8a Demonstrate how fractions (including unit fractions) show parts of a whole using drawings.

MA.2.1.8b Demonstrate how fractions (including unit fractions) show parts of a whole using models.

MA.2.1.8c Demonstrate how fractions (including unit fractions) show parts of a group (set) using drawings.

MA.2.1.8d Demonstrate how fractions (including unit fractions) show parts of a group (set) using models.

MA.2.1.10a Illustrate that, when all fractional parts are included, the result is equal to the whole and to one.

Use drawings and models to demonstrate this concept.

MA.2.1.10b -- Explain that, when all fractional parts are included, the result is equal to the whole and to one.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

MA.2.6.1a Select the best strategy and materials to solve mathematical problems.

Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares."

MA.2.6.2a Select the appropriate tools, such as objects or drawings, to model given mathematical problems.

MA.2.6.3a Explain the reasoning used in solving a problem.

MA.2.6.3b Justify the selected procedures in solving a problem.

MA.2.6.4a Perform precise calculations.

MA.2.6.4b Evaluate the validity of the results within the context of the problem.

MA.2.6.5a Describe connections between two problems.

MA.2.6.5b Apply understanding of one problem to solve another problem.

UNIT: Quarter 3 -- 9 Week(s)

Description

During the 3rd Quarter students expand their addition and subtraction skills and continue to explore place value and fractional parts. They begin to collect and record numerical data into tables and charts for organizing and communicating ideas mathematically. Process skills (problem solving) continue to be developed and practiced throughout the year.

Big Ideas

1. Problem situations can be quantified using number sentences.
2. Data can be collected, classified, and sorted in various ways.
3. Units of measure are interrelated.
4. Geometric shapes can be combined or taken apart to create new shapes.
5. Solution processes can be justified.

Essential Questions

1. How do I know if a number sentence fits a problem situation?
2. How does collecting and organizing data help me draw conclusions?
3. What makes a given unit of length optimal for describing an object?
4. How do I know my answer is correct?

Vocabulary

New Vocabulary: systematic, centimeter, meter, elapsed time

Familiar Vocabulary: data collection, numerical data, table, chart, tally, estimate (estimating), computation, direction, inch, foot, yard, measurement, standard unit, prediction

TOPIC: Number and Operations in Base Ten

Description

Time needs to be spent on these foundational topics throughout the quarter, particularly decomposing and working with whole numbers.

Indicators to be mastered: 2.1.3, 2.1.9, 2.1.11, 2.1.12

Learning Targets

MA.2.1.3a Show numbers up to 100 in various combinations of tens and ones using place value drawings.

MA.2.1.3b Show numbers up to 100 in various combinations of tens and ones using place value models.

MA.2.1.3c Write numbers up to 100 in various combinations of tens and ones.

Ex: 6 tens + 3 ones = 63

MA.2.1.9a Name the unit fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, and $\frac{1}{12}$.

MA.2.1.9b Tell which unit fraction is larger or smaller, given any two unit fractions.

Students should understand that dividing a whole or a group into more equal parts creates smaller parts.

MA.2.1.11a Collect numerical data in systematic ways using student or teacher generated questions.

MA.2.1.11b Record numerical data in systematic ways.

Ex: Record data in tables, bar graphs, tally marks, etc.

MA.2.1.12a Create tables, tally charts, and bar graphs using data.

Prerequisite knowledge includes: how to record and count tally marks and practice with bar graphs and tally charts.

MA.2.1.12b Compare data found in tables, tally charts, and bar graphs.

MA.2.1.12c Interpret data using tables, tally charts, and bar graphs.

TOPIC: Operations and Algebraic Thinking

Description

Time needs to be spent on these foundational topics throughout the quarter.

Indicators to be mastered: 2.2.4, 2.2.3, 2.3.1

Learning Targets

MA.2.2.2a Add two whole numbers less than 100 without regrouping.

MA.2.2.2b Add two whole numbers less than 100 with regrouping.

MA.2.2.4c Apply understanding of inverse relationships to determine if an addition or subtraction answer is valid.

MA.2.2.6a Use mental arithmetic to add 0, 1, 2, 3, 4, 5, or 10 to numbers less than 100.

MA.2.2.6b Use mental arithmetic to subtract 0, 1, 2, 3, 4, 5, or 10 from numbers less than 100.

MA.2.2.3a Subtract two whole numbers less than 100 without regrouping.

MA.2.3.1a Select whether an addition or subtraction number sentence fits a given problem situation.

MA.2.3.1b Write an addition number sentence for a given problem situation.

MA.2.3.1c Write a subtraction number sentence for a given problem situation.

MA.2.2.5b Decide whether answers for addition problems are reasonable by using estimation.

TOPIC: Measurement and Data

Description

Counting money amounts and working with time (analog clocks) should be reviewed frequently.

Indicators to be mastered: 2.5.1, 2.5.2, 2.5.3, 2.5.9, 2.5.12

Learning Targets

MA.2.5.12b Determine the value of a collections of pennies, nickels, dimes, quarters, half-dollars, and dollars.

The value of pennies, nickels, and dimes was taught in first grade.

MA.2.5.9a Tell the time to the nearest quarter hour using an analog clock.

Students need to know that 15 minutes is equivalent to a quarter of an hour.

MA.2.5.9b Determine five-minute intervals using an analog clock.

MA.2.5.11a Determine elapsed time in hours.

Ex: Your trip began at 9:00 a.m. and ended at 3:00 p.m. How many hours long was your trip?

MA.2.5.2d Tell how many centimeters are in a meter.

MA.2.5.1c Measure length to the nearest centimeter and meter.

MA.2.5.1d Estimate length to the nearest centimeter and meter.

MA.2.5.3a Select whether inches, feet, or yards is the most appropriate unit to measure within a given situation.

Ex: Would you use yards or inches to measure the length of your school books? Explain your answer.

MA.2.5.3b Select whether centimeters or meters is the most appropriate unit to measure within a given situation.

TOPIC: Geometry

Description

Indicators to be mastered: 2.4.3, 2.4.4, 2.4.5

Learning Targets

MA.2.4.3a Predict the result of putting together and taking apart two-dimensional shapes.

Draw your prediction.

MA.2.4.3b Create a new shape by putting together and taking apart two-dimensional shapes.

MA.2.4.3c Predict the result of putting together and taking apart three-dimensional shapes.

MA.2.4.3d Create a new shape by putting together and taking apart three-dimensional shapes.

MA.2.4.4a Identify (name) congruent two-dimensional shapes in any position.

MA.2.4.5a Label/name geometric shapes and structures found in the environment.

MA.2.4.5b Tell where geometric shapes and structures are found in the environment.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

MA.2.6.1a Select the best strategy and materials to solve mathematical problems.

Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares."

MA.2.6.2a Select the appropriate tools, such as objects or drawings, to model given mathematical problems.

MA.2.6.3a Explain the reasoning used in solving a problem.

MA.2.6.3b Justify the selected procedures in solving a problem.

MA.2.6.4a Perform precise calculations.

MA.2.6.4b Evaluate the validity of the results within the context of the problem.

MA.2.6.5a Describe connections between two problems.

MA.2.6.5b Apply understanding of one problem to solve another problem.

UNIT: Quarter 4 -- 9 Week(s)

Description

During the 4th Quarter students continue to develop addition/subtraction accuracy and application skills. They expand beyond their basic knowledge of linear measurement to include capacity, weight and elapsed time. Students learn how geometry and other math concepts appear in their environment. Process skills (problem solving) are practiced.

Big Ideas

1. Understanding addition and subtraction is foundational to mathematics.
2. When a whole or a group is divided into more or fewer equal pieces, the size of the pieces changes.
3. A variety of tools are used to measure quantities.
4. Shapes take up a quantifiable amount of space.
5. Geometric shapes exist in our environment.

Essential Questions

1. How does the bottom number of a fraction affect the size of the pieces?
2. What makes a given measurement tool an appropriate choice?
3. How can I tell how big a shape is?
4. How can I describe and label shapes in the environment?

Vocabulary

New Vocabulary: area, fixed unit, capacity, Celsius, Fahrenheit

Familiar Vocabulary: cup, pint, weight, temperature, degree, thermometer

TOPIC: Number and Operations in Base Ten

Description

Time needs to be spent on these foundational topics throughout the quarter.

Indicators to be mastered: 2.1.4, 2.1.7

Learning Targets

MA.2.1.1a Count orally forward or backward for 10 consecutive numbers from any given number up to 100.

MA.2.1.1b Count orally and write numbers by 2's to 100.

MA.2.1.1c Count orally and write numbers by 5's to 100.

MA.2.1.1d Count orally and write numbers by 10's to 100.

MA.2.1.5a Tell if a number is larger or smaller than a given number, with any two numbers up to 100.

MA.2.1.5b Arrange a given set of numbers up to 100 in order from least to greatest.

MA.2.1.5c Arrange a given set of numbers up to 100 in order from greatest to least.

MA.2.1.4a Name the number that is ten more or ten less than any number 10 through 90.

Use a hundred chart to locate the number that is ten more or ten less than a given number.

MA.2.1.3c Write numbers up to 100 in various combinations of tens and ones.

Ex: 6 tens + 3 ones = 63

MA.2.1.7c Select odd and even numbers from a list of numbers up to 100.

MA.2.1.9b Tell which unit fraction is larger or smaller, given any two unit fractions.

Students should understand that dividing a whole or a group into more equal parts creates smaller parts.

MA.2.1.12a Create tables, tally charts, and bar graphs using data.

Prerequisite knowledge includes: how to record and count tally marks and practice with bar graphs and tally charts.

MA.2.1.12b Compare data found in tables, tally charts, and bar graphs.

MA.2.1.12c Interpret data using tables, tally charts, and bar graphs.

TOPIC: Operations and Algebraic Thinking

Description

Time needs to be spent on these foundational topics throughout the quarter.

Indicators to be mastered: 2.2.5, 2.3.3

Learning Targets

MA.2.2.2a Add two whole numbers less than 100 without regrouping.

MA.2.2.2b Add two whole numbers less than 100 with regrouping.

MA.2.2.4c Apply understanding of inverse relationships to determine if an addition or subtraction answer is valid.

MA.2.2.6a Use mental arithmetic to add 0, 1, 2, 3, 4, 5, or 10 to numbers less than 100.

MA.2.2.6b Use mental arithmetic to subtract 0, 1, 2, 3, 4, 5, or 10 from numbers less than 100.

MA.2.2.3a Subtract two whole numbers less than 100 without regrouping.

MA.2.3.1a Select whether an addition or subtraction number sentence fits a given problem situation.

MA.2.3.1b Write an addition number sentence for a given problem situation.

MA.2.3.1c Write a subtraction number sentence for a given problem situation.

MA.2.3.3b Apply the rule to extend a linear pattern.

Ex: One horse has 4 legs, two horses have 8 legs, and so on. Continue the pattern to find how many legs 5 horses have.

MA.2.3.4c Create number patterns using addition.

MA.2.2.5b Decide whether answers for addition problems are reasonable by using estimation.

TOPIC: Measurement and Data

Description

Indicators to be mastered: 2.5.4, 2.5.5, 2.5.6, 2.5.7, 2.5.8, 2.5.10

Learning Targets

MA.2.5.12b Determine the value of a collections of pennies, nickels, dimes, quarters, half-dollars, and dollars.

The value of pennies, nickels, and dimes was taught in first grade.

MA.2.5.9a Tell the time to the nearest quarter hour using an analog clock.

Students need to know that 15 minutes is equivalent to a quarter of an hour.

MA.2.5.9b Determine five-minute intervals using an analog clock.

MA.2.5.10a Tell how many seconds are in a minute.

MA.2.5.10c Tell how many hours are in a day.

MA.2.5.10e Tell how many days are in each month.

Students should recognize that the number of days in a month varies for different months.

MA.2.5.10f Tell how many days are in a year.

Students should recognize that leap year contains an extra day.

MA.2.5.10g Tell how many weeks are in a year.

MA.2.5.4a Estimate how many square tiles would cover a given area.

Review estimation.

MA.2.5.4b Determine how many square tiles would cover a given area.

MA.2.5.4c Use a given object to determine the area of another object.

MA.2.5.6a Estimate which of two objects is heavier.

The concept of using a balance scale should be reviewed or introduced if necessary.

MA.2.5.6b Determine the weight of a given object by using another object.

Ex: How many beans will you need to put on one side of a balance scale to balance with a box of crayons?

MA.2.5.7a Explain why there needs to be a fixed unit of weight when measuring objects.

Ex: Would it take the same number of paper clips as it would beans to balance a box of crayons? Why or why not?

MA.2.5.8a Use a thermometer to measure the temperature in degrees Fahrenheit.

Students should be familiar with a thermometer and what it is used for.

MA.2.5.8b Estimate temperature in degrees Fahrenheit.

MA.2.5.8c Use a thermometer to measure the temperature in degrees Celsius.

MA.2.5.8d Estimate temperature in degrees Celsius.

MA.2.5.5a Tell how many cups are in a pint.

MA.2.5.5b Measure the capacity of a container using cups.

MA.2.5.5c Estimate capacity of a container using cups.

MA.2.5.5d Measure the capacity of a container using pints.

MA.2.5.5e Estimate capacity of a container using pints.

TOPIC: Geometry

Description

Indicators to be mastered: 2.1.8, 2.4.1

Learning Targets

MA.2.4.1a Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials.

Ex: Use blocks to make a rectangular prism.

MA.2.4.3a Predict the result of putting together and taking apart two-dimensional shapes.

Draw your prediction.

MA.2.4.3b Create a new shape by putting together and taking apart two-dimensional shapes.

MA.2.4.4a Identify (name) congruent two-dimensional shapes in any position.

MA.2.4.5a Label/name geometric shapes and structures found in the environment.

MA.2.4.5b Tell where geometric shapes and structures are found in the environment.

MA.2.1.8a Demonstrate how fractions (including unit fractions) show parts of a whole using drawings.

MA.2.1.8b Demonstrate how fractions (including unit fractions) show parts of a whole using models.

MA.2.1.8c Demonstrate how fractions (including unit fractions) show parts of a group (set) using drawings.

MA.2.1.8d Demonstrate how fractions (including unit fractions) show parts of a group (set) using models.

MA.2.1.10a Illustrate that, when all fractional parts are included, the result is equal to the whole and to one.

Use drawings and models to demonstrate this concept.

MA.2.1.10b -- Explain that, when all fractional parts are included, the result is equal to the whole and to one.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Indicators to be mastered: 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.5

Learning Targets

MA.2.6.1a Select the best strategy and materials to solve mathematical problems.

Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares."

MA.2.6.2a Select the appropriate tools, such as objects or drawings, to model given mathematical problems.

MA.2.6.3a Explain the reasoning used in solving a problem.

MA.2.6.3b Justify the selected procedures in solving a problem.

MA.2.6.4a Perform precise calculations.

MA.2.6.4b Evaluate the validity of the results within the context of the problem.

MA.2.6.5a Describe connections between two problems.

MA.2.6.5b Apply understanding of one problem to solve another problem.

Course Overview

Reading and Literature, Grade 3, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in interest- and age-appropriate content. Students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas, such as time. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They begin to recognize the structural features used in textbooks. They read fluently with expression and without stopping to figure out what each words means. They read or listen to and then respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry or songs, and plays, and nonfiction selections, such as subject-area books, biographies, children's magazines or periodicals, various reference (dictionary, thesaurus, atlas, encyclopedia) and technical materials, and online information. Students self-select books and read independently for enjoyment.

Language Arts, Grade 3, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students apply language skills and strategies they learned in earlier grades. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver brief oral, multimedia presentations, and they participate in classroom or group language arts experiences. They use a writing process for doing their compositions, and they write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. They tell stories and perform plays. Students listen to stories read aloud to them and write independently for enjoyment.

Scope and Sequence

Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language
9 Week(s)	Quarter 2	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language
9 Week(s)	Quarter 3	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language
9 Week(s)	Quarter 4	1. Reading Foundational Skills 2. Reading Literature 3. Reading Informational Text 4. Writing 5. Speaking and Listening 6. Language

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

These learning targets should be mastered by the end of the first quarter
3.2.5 (all), 3.4.1a, 3.4.2 (all), 3.4.7a, 3.6.2 (all), 3.6.8a, 3.3.4

- Readers use multiple strategies for making sense of literary and informational text.
- Authors use genres to represent their meanings in different ways.
- Non-fiction informational texts help readers understand the world we live in.
- Writers respond to the world in writing by using their knowledge of craft and genre to produce a piece of writing.
- We learn about language by speaking it and listening to it.
- Using Standard English conventions gives us the power to communicate our ideas effectively.

Essential Questions

- What do I do when I come to a word(s) I don't know when I am reading?
- What do I know from my own experience that will help me read and write?
- What are the differences between literary (narrative) and non-fiction informational texts?
- Why do writers write and how do they express their thinking in meaningful ways?
- How does speaking and listening help me learn to read and write?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event will likely cause the coach to change her game plan?"

Explain: "Which sentence best explains why Julie was confused?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Speaker: The character or persona used by the author to convey a message to the audience or reader.

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the passage/story/article."

command, declarative, draft, edit, exclamation/exclamatory, publish, revise/revison, supporting details, text, theme, imperative, informational text, interrogative, non-fiction

TOPIC: Reading Foundational Skills

Description

This should take place for no more than 15 minutes of each day.

Learning Targets

3.1.1a. Find in reading texts spelling patterns most commonly used in English Language.

3.1.1b. Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.

3.1.2a Use knowledge of syllables as a strategy for figuring out an unfamiliar word in the context of authentic texts.

3.1.3a. Recognize the differences between literary (narrative) text and informational (non-narrative) text.

3.1.3b. Recognize that punctuation in these texts supports meaningful reading.

3.1.3c. Produce an appropriate, smooth reading of the text with intonation and phrasing by re-reading (at independent reading level) text out loud to demonstrate knowledge of punctuation.

3.1.5a. Speaks using vocabulary associated with specific content area. (i.e social studies, science, math)

3.1.6a. Infers meaning of unfamiliar words by thinking about what would make sense.

TOPIC: Reading Literature

Learning Targets

- 3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.
- 3.3.1b. Recognize forms of poems (rhyming and free verse).
- 3.3.1c. Recognize that some poems are particular to culture (Haiku)
- 3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).
- 3.3.1e. Recognize that a script (drama) is meant to be performed.
- 3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (stage setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).
- 3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.
Be sure when teaching your students about reading or writing stories that they notice that time is passing and indicated by such words as: then, when, before, after, once, as soon as, etc.
- 3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.
- 3.3.2a. Identify fairy tales as narratives containing a far-fetched sequence of events usually containing an element of magic or enchantment.
- 3.3.2b. Identify myths as traditional stories from the past that explain something that could not be explained through science.
- 3.3.2c. Identify folktales as stories passed on orally from one generation to another.
- 3.3.2d. Identify legends as stories about real people usually with exaggerated traits.
- 3.3.2e. Identify fables as short tales that teach moral lessons, and often include animals or inanimate objects as characters.
- 3.3.2f. Demonstrate knowledge of story structure to comprehend the basic plots of these genres.
- 3.3.3a. Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- 3.3.4a. Define theme as the moral or "big idea" of the story.
- 3.3.4b. Recognize the theme or author's message in fiction or non-fiction narrative text. (big Idea, lesson, message).
- 3.3.5a. Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. (onomatopoeia)
- 3.3.6a. Define the narrator/speaker as the person telling the story.
- 3.3.6b. Identify the speaker or narrator in a selection.
- 3.3.8a. Identify the problem in a piece of literature.
- 3.3.8b. Define solution as the way the problem is resolved in literature.
- 3.3.8c. Find the solution to a problem in a piece of literature.

TOPIC: Reading Informational Text

Learning Targets

- 3.2.3a. Recognize that non-fiction informational texts are important resources for finding facts.
- 3.2.4a. Recall facts in the text.
- 3.2.4b. Infer facts from other text features. (charts, diagrams, pictures, maps, drawings)
- 3.2.5a./3.4.3c. Identify the main idea as the information that is most important.
- 3.2.5b. Recognize that supporting details are more information about the main idea.
- 3.2.5c. Find the main ideas.
- 3.2.5d. Find details that support the main idea.

TOPIC: Writing

Learning Targets

3.4.1a. Recognize that ideas for writing come from writer's own lives and experiences, including their responses to literature and conversations that they overhear.

3.4.2a. Discuss that writers have strategies and tools for generating ideas.

3.4.2b. Recognize that writers have strategies for developing their ideas before they make a draft.

3.4.3b./3.4.9a Write stories using paragraphs (1-, 2-, 3-sentences or more) to organize thinking and support meanings.

3.4.6a./3.4.8a. Recognize that writers reread and make revisions in order to convey their meanings more effectively.

3.4.6b./3.4.8a. Compose using multiple strategies for revision (cut parts out, add parts in, move things around) in order to convey their meanings more effectively.

3.4.7a. Recognize that writers edit their writing in order to make it ready for readers.

3.4.7b. Demonstrate knowledge of writing conventions by editing ones own and peers writing.

3.4.8a. see 3.4.6b

3.5.1a. Recognize that there are five basic story elements (character. plot, setting, movement through time, and change)

3.5.1b. Write stories using basic story elements.

3.5.1c./3.3.1d. Use details such as dialogue, description, word choice, decisions about punctuation, and literacy devices such as metaphor and simile, imagery, alliteration, and otomatopoeia to develop ideas in a story.

3.5.2a. Explain that writing comes from the accumulation of specific, concrete and factual details in the written text.

3.5.2b Write using specific details that develop character, plot, or setting supporting readers in making a movie in their minds.

3.5.4a. Make decisions about word choice that help to convey writer's meaningful intentions.

For example (in a story where a character suddenly finds herself careening down a hill on a bicycle without brakes) write, "WATCH OUT!" she screamed.

3.5.5a. Write for different purposes and to a specific audience or person.

3.5.7a./3.3.2/3.3.3/3.3.4/3.3.5/3.3.6/3.3.7/3.3.8 Demonstrates use of comprehension strategies to read and process text.

3.5.7b./3.5.1/3.5.2/3.5.3/3.5.4/3.5.5 Demonstrates use of strategies for writing well to respond to reading.

TOPIC: Speaking and Listening

Learning Targets

3.7.15a. Follow three- and four-step oral directions.

3.7.1a. Retell, paraphrase, or explain as a way to respond to what a speaker has said.

3.7.2a./3.2.2 Connect and relate experiences and ideas to those of a speaker.

3.7.3a. Answer questions in a thorough and thoughtful manner.

3.7.4a./3.3.5 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).

TOPIC: Language

Learning Targets

3.6.1a. Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

3.6.2a. Write correctly complete Declarative sentences (statements) with end mark punctuation in writing.

3.6.2b. Write correctly complete Interrogative sentences (questions) with end mark punctuation in writing.

3.6.2c. Write correctly complete Imperative sentences (sentences of command) with end mark punctuation in writing.

3.6.2d. Write correctly complete Exclamatory sentences (sentences of exclamations) with end mark punctuation in writing.

3.6.3a. Define verb (in the predicate part of a sentence) as expressing actions, events, or states of being about the subject.

3.6.3b. Recognize that every verb has a subject and identify as who or what the verb "does".

3.6.3c. Write using subjects and verbs in agreement.

3.6.4a. Define past tense as a verb form that describes action or event that has already happened.

3.6.4b. Define present tense verb form that describes as action or event happening right now or at this time.

3.6.4c. Define future tense as verb form that describes action or event that has not yet happened.

3.6.4d. Recognize verb tenses of past, present or future.

3.6.4e. Write using past, present, and future verb tenses conventionally.

3.6.8a. Spell correctly common one-syllable words with blends in writing and composing.

UNIT: Quarter 2 -- 9 Week(s)

Description

These learning targets should be mastered by the end of the second quarter

3.1.4 (all), 3.1.7 (all), 3.4.3a, 3.4.9, 3.4.4, 3.3.3, 3.3.1g-i, 3.3.6, 3.6.9, 3.1.8a, 3.2.1 (all), 3.2.2a, 3.2.3bc, 3.2.4ab, 3.2.8abdef, 3.2.9

Big Ideas

- Readers use multiple strategies for making sense of literary and informational text.
- Authors use genres to represent their meanings in different ways.
- The organization of non-fiction informational texts help readers understand the world we live in and the topics around us.
- Writers respond to the world in writing by using their knowledge of craft and genre to produce a piece of writing.
- We learn about language by speaking it and listening to it.
- Using Standard English conventions gives us the power to communicate our ideas effectively.

Essential Questions

- What do I do when I come to a word(s) I don't know when I am reading?
- What do I know from my own experience that will help me read and write?
- What are the differences between literary (narrative) and non-fiction informational texts?
- Why do writers write and how do they express their thinking in meaningful ways?
- How does speaking and listening help me learn to read and write?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event will likely cause the coach to change her game plan?"

Explain: Which sentence best explains why Julie was confused?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Speaker: The character or persona used by the author to convey a message to the audience or reader.

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the passage/story/article."

alphabetical order, antonyms, apostrophe, atlas, cause/effect, chapter, chapter headings, classify, comprehension, contraction, define, definition, diagram, dictionary, encyclopedia, entry words, fact, recall, research, root word, skim/scan, story elements, subtitles, synonyms, thesaurus, title, topic/subtopics, topic sentence, vocabulary, glossary, guide words, homographs, homophones, identify, index, inference, narrator, online, opinion, organization, paragraph, paraphrase, point-of-view, prefix, pronunciation

TOPIC: Reading Foundational Skills

Learning Targets

- 3.1.1a. Find in reading texts spelling patterns most commonly used in English Language.
- 3.1.1b. Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.
- 3.1.2a Use knowledge of syllables as a strategy for figuring out an unfamiliar word in the context of authentic texts.
- 3.1.3a. Recognize the differences between literary (narrative) text and informational (non-narrative) text.
- 3.1.3b. Recognize that punctuation in these texts supports meaningful reading.
- 3.1.3c. Produce an appropriate, smooth reading of the text with intonation and phrasing by re-reading (at independent reading level) text out loud to demonstrate knowledge of punctuation.
- 3.1.4a Define homophones and homographs
- 3.1.4b Recognize homophones (to, two, too) and homographs in familiar text.
- 3.1.4c Infer the meaning of synonyms, antonyms, homophones, and homographs by reading them in the context of authentic text.
- 3.1.5a. Speaks using vocabulary associated with specific content area. (i.e social studies, science, math)
- 3.1.6a. Infers meaning of unfamiliar words by thinking about what would make sense.
- 3.1.7a. Define guide words and entry word.
- 3.1.7b. Recognize use of dictionary.
- 3.1.7c. Locate the definition/meaning of the entry word.
- 3.1.7e. Evaluate the entry word meaning through context.
- 3.1.7g. Identify the various syllable divisions to support the word's pronunciation.
- 3.1.8a. Define root words with the most common prefixes (un-, re-, dis-, in-, and ir-).

Definition: Prefixes added to beginning of words

- ir-, un-, dis- (not, opposite of)
- in- (in, into)
- pre- (before)
- re- (again, back)

- 3.1.8b. Define root words with the most common suffixes (-er, -ful, -less)

Suffixes added to ends of words

- -er (added to verbs to describe person or thing that does the action)
- -er (added to nouns denoting an occupation)
 - -er (added to proper nouns to denote place of residence)
 - -er (added to a noun denoting an occupation)
 - -er (added to a number, measurement or noun denoting a quantified set) person or thing ranked by (the number) or having (the measurement or quantified set).

sixer, six-footer, three-wheeler, first grader

· -ful (Used to form adjectives from nouns. An adjective derived by this suffix implies a thorough and certain possession of the quality of that noun, not a metaphorical fullness with it by degree or quantity. What is beautiful may be full of beauties, but is first fully beautiful; one who is wakeful is fully awake, not frequently waking; what is changeful is uncertain, not transformed; what is harmful may do a single and a mild injury.)

· Used to form nouns from nouns meaning “as much as can be held by what is denoted by the noun.”

 bowlful

 handful

· -less meaning lacking something. Adjectives formed using -less often form nouns by adding -ness.

3.1.8c. Generalize the meaning of words based on knowledge of prefixes and suffixes.

3.1.9a. Identify and infer meanings about words with multiple meanings.

For example: The angry boss yelled, "I am going to fire you."

We put fire in the fireplace.

TOPIC: Reading Literature

Learning Targets

- 3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.
- 3.3.1b. Recognize forms of poems (rhyming and free verse).
- 3.3.1c. Recognize that some poems are particular to culture (Haiku)
- 3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).
- 3.3.1e. Recognize that a script (drama) is meant to be performed.
- 3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (stage setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).
- 3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.
Be sure when teaching your students about reading or writing stories that they notice that time is passing and indicated by such words as: then, when, before, after, once, as soon as, etc.
- 3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.
- 3.3.2a. Identify fairy tales as narratives containing a far-fetched sequence of events usually containing an element of magic or enchantment.
- 3.3.2b. Identify myths as traditional stories from the past that explain something that could not be explained through science.
- 3.3.2c. Identify folktales as stories passed on orally from one generation to another.
- 3.3.2d. Identify legends as stories about real people usually with exaggerated traits.
- 3.3.2e. Identify fables as short tales that teach moral lessons, and often include animals or inanimate objects as characters.
- 3.3.2f. Demonstrate knowledge of story structure to comprehend the basic plots of these genres.
- 3.3.3a. Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- 3.3.4a. Define theme as the moral or "big idea" of the story.
- 3.3.5a. Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. (onomatopoeia)
- 3.3.6a. Define the narrator/speaker as the person telling the story.
- 3.3.6b. Identify the speaker or narrator in a selection.
- 3.3.6c. Explain how you know that a character is the speaker or narrator.
- 3.3.1i. Determine the genre of a text by identifying its literary and structural features
- 3.3.1j. Describe how one topic is shown differently in various genres.

TOPIC: Reading Informational Text

Learning Targets

- 3.2.1a. Recognize titles, table of contents, and chapter headings as an organizational structure of informational text.
- 3.2.1b. Locate where the glossary and index are in a book.
- 3.2.1c. Explain the purpose of the glossary and index.
- 3.2.1d. Apply knowledge of the dictionary to understand the purpose and organizational structure of a glossary.
- 3.2.1e. Utilize the glossary to understand and develop vocabulary about a topic.
- 3.2.1f. Recognize the organizational structure of an index (alphabetical order, page numbers, topics and sub topics) and how these help locate topics and terms within the body of the text.
- 3.2.1g. Use the index entries and page numbers to find topics within the text.
- 3.2.2a. Recognize that readers read non-fiction and informational texts to learn something.
- 3.2.2b. Make sense of non-fiction informational texts by making text-to-text connections (consider other texts readers have read that are like the one they are reading.)
- 3.2.2c. Make sense of non-fiction informational texts by making text-to-self connections (consider what experiences the readers have had that relate to what they are reading about.)
- 3.2.2d. Make sense of non-fiction informational texts by making text-to-world connections (consider what readers know about the world that would inform their understanding of what they are reading.)
- 3.2.3b. Investigate a question by using non-fiction informational texts to develop understanding.
- 3.2.3c. Demonstrate knowledge of non-fiction informational text features to locate relevant information quickly and easily (skim and scan).
- 3.2.4a. Recall facts in the text.
- 3.2.4b. Infer facts from other text features. (charts, diagrams, pictures, maps, drawings)
- 3.2.5a./3.4.3c. Identify the main idea as the information that is most important.
- 3.2.5b. Recognize that supporting details are more information about the main idea.
- 3.2.5c. Find the main ideas.
- 3.2.5d. Find details that support the main idea.
- 3.2.6a. Understand that some informational texts can be written in narrative form (biographies, autobiography).
- 3.2.6b. Recognize that these genres account for an individual's life and times usually highlighting significant aspects that often enable a reader to live-through his/her life experiences.
- 3.2.6c. Recognize the facts, including such things as the person's words, historical context, interviews with associates and family, primary source documents (i.e. photos, maps) that have been gathered and synthesized for these texts.
- 3.2.6d. Consider the influence of this person on history and to self.
- 3.2.8a./3.5.6c./3.5.6d. Define facts as things that can be proven by observation, surveys, electronic resources, interview with expert, and print resources.
- 3.2.8b/3.5.6b./3.5.6c. Define that opinions reflect the writer's point-of-view.
- 3.2.8c. Analyze the causes and effects in a piece of non-fiction text.
- 3.2.8d. Identify the facts and opinions in a piece of non-fiction text.
- 3.2.8e. Analyze the facts and opinions in a piece of non-fiction text.
- 3.2.8f. Recognize words that signal fact or opinion such as (feel, believe, always, never, none, most, least, best, and worst).
- 3.2.9a. Recognize how the organizational structure can support comprehension of non-fiction and informational text. (i.e., an animal book organized into categories of food, appearance, habitat; nature book organized by seasons; weather book organized by types of weather.)

TOPIC: Writing

Learning Targets

3.4.1a. Recognize that ideas for writing come from writer's own lives and experiences, including their responses to literature and conversations that they overhear.

3.4.2a. Discuss that writers have strategies and tools for generating ideas.

3.4.2b. Recognize that writers have strategies for developing their ideas before they make a draft.

3.4.3a. Define topic sentences in non-fiction informational writing as usually the first sentence in a paragraph that typically states the main idea.

3.4.3b./3.4.9a Write stories using paragraphs (1-, 2-, 3-sentences or more) to organize thinking and support meanings.

3.4.4a. Investigate topics using a variety of print and electronic resources to support an inquiry/research.

such as a dictionary, thesaurus, atlas, encyclopedia, and online resources

3.4.6a./3.4.8a. Recognize that writers reread and make revisions in order to convey their meanings more effectively.

3.4.6b./3.4.8a. Compose using multiple strategies for revision (cut parts out, add parts in, move things around) in order to convey their meanings more effectively.

3.4.7a. Recognize that writers edit their writing in order to make it ready for readers.

3.4.7b. Demonstrate knowledge of writing conventions by editing ones own and peers writing.

3.4.8a. see 3.4.6b

3.5.2a. Explain that writing comes from the accumulation of specific, concrete and factual details in the written text.

3.5.2c. Compose a non-fiction informational piece using precise details to reveal important facts about a topic.

3.5.4a. Make decisions about word choice that help to convey writer's meaningful intentions.

For example (in a story where a character suddenly finds herself careening down a hill on a bicycle without brakes) write, "WATCH OUT!" she screamed.

3.5.5a. Write for different purposes and to a specific audience or person.

3.5.7a./3.3.2/3.3.3/3.3.4/3.3.5/3.3.6/3.3.7/3.3.8 Demonstrates use of comprehension strategies to read and process text.

3.5.7b./3.5.1/3.5.2/3.5.3/3.5.4/3.5.5 Demonstrates use of strategies for writing well to respond to reading.

TOPIC: Speaking and Listening

Learning Targets

3.7.15a. Follow three- and four-step oral directions.

3.7.1a. Retell, paraphrase, or explain as a way to respond to what a speaker has said.

3.7.2a./3.2.2 Connect and relate experiences and ideas to those of a speaker.

3.7.3a. Answer questions in a thorough and thoughtful manner.

3.7.4a./3.3.5 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).

TOPIC: Language

Learning Targets

- 3.6.1a. Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
- 3.6.3a. Define verb (in the predicate part of a sentence) as expressing actions, events, or states of being about the subject.
- 3.6.3b. Recognize that every verb has a subject and identify as who or what the verb "does".
- 3.6.3c. Write using subjects and verbs in agreement.
- 3.6.4a. Define past tense as a verb form that describes action or event that has already happened.
- 3.6.4b. Define present tense verb form that describes as action or event happening right now or at this time.
- 3.6.4c. Define future tense as verb form that describes action or event that has not yet happened.
- 3.6.4d. Recognize verb tenses of past, present or future.
- 3.6.4e. Write using past, present, and future verb tenses conventionally.
- 3.6.5a. Define pronouns as words that can replace nouns.
- 3.6.5b. Write using pronouns conventionally.
- 3.6.5c. Write using adjectives that describe or modify (compare) the subject.
- 3.6.5d. Write using compound nouns/compound words.
- 3.6.5e. Define articles as words that can be descriptors of a noun such as a, an, the.
- 3.6.5f. Write using articles conventionally.
- 3.6.6a. Use conventional form of commas in dates, locations, and addresses.
- 3.6.6b. Write using commas in a series (list).
- 3.6.7a. Write using correct capitalization in geographical names, holidays, historical periods, and special events.
- 3.6.8b. Spell correctly contractions remembering the apostrophe in writing and composing.
- 3.6.8c. Spell correctly compound words knowing that two words make a contraction in writing and composing.
- 3.6.8d. Spell correctly using common spelling patterns in writing and composing.
(qu-; changing win to winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries)
- 3.6.8e. Spell correctly some common homophones in writing and composing.
- 3.6.9a. Classify words in alphabetical order.
Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, and pineapple.

UNIT: Quarter 3 -- 9 Week(s)

Description

These learning targets should be mastered by the end of the third quarter
3.6.8c, 3.3.1a, 3.3.2 (all), 3.3.7, 3.3.8, 3.6.3ab, 3.6.4 (all), 3.6.5 (all), 3.6.6, 3.6.7, 3.5.7, 3.5.4, 3.1.9, 3.1.8bc

Big Ideas

- Readers use multiple strategies for making sense of literary and informational text.
- Authors use genres to represent their meanings in different ways.
- The organizational structure of non-fiction informational texts supports learning about topics and the world we live in.
- Writers respond to the world in writing by using their knowledge of craft and genre to produce a piece of writing.
- We learn about language by speaking it and listening to it.
- Using Standard English conventions gives us the power to communicate our ideas effectively.

Essential Questions

- What do I do when I come to a word(s) I don't know when I am reading?
- What do I know from my own experience that will help me read and write?
- What are the differences between literary (narrative) and non-fiction informational texts?
- Why do writers write and how do they express their thinking in meaningful ways?
- How does speaking and listening help me learn to read and write?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event will likely cause the coach to change her game plan?"

Explain: "Which sentence best explains why Julie was confused?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Speaker: The character or persona used by the author to convey a message to the audience or reader.

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the passage/story/article."

agreement, articles (a,an,the), capitalize/capitalization, compare/contrast, compound noun/word, convention, fables, fairy tales, folktales, series, solution, story structure, subject, suffix, tense-past/present/future, verb, genre, geographical, history/historical event, legends, myths, pronoun

TOPIC: Reading Foundational Skills

Learning Targets

- 3.1.1a. Find in reading texts spelling patterns most commonly used in English Language.
- 3.1.1b. Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.
- 3.1.2a Use knowledge of syllables as a strategy for figuring out an unfamiliar word in the context of authentic texts.
- 3.1.3a. Recognize the differences between literary (narrative) text and informational (non-narrative) text.
- 3.1.3b. Recognize that punctuation in these texts supports meaningful reading.
- 3.1.3c. Produce an appropriate, smooth reading of the text with intonation and phrasing by re-reading (at independent reading level) text out loud to demonstrate knowledge of punctuation.
- 3.1.4a Define homophones and homographs
- 3.1.4b Recognize homophones (to, two, too) and homographs in familiar text.
- 3.1.4c Infer the meaning of synonyms, antonyms, homophones, and homographs by reading them in the context of authentic text.
- 3.1.5a. Speaks using vocabulary associated with specific content area. (i.e social studies, science, math)
- 3.1.6a. Infers meaning of unfamiliar words by thinking about what would make sense.
- 3.1.7a. Define guide words and entry word.
- 3.1.7b. Recognize use of dictionary.
- 3.1.7c. Locate the definition/meaning of the entry word.
- 3.1.7d. Identify the spelling, usage, pronunciation, part of speech, and definition of an entry word.
- 3.1.7e. Evaluate the entry word meaning through context.
- 3.1.7f. Locate the pronunciation key next to the entry word.
- 3.1.7g. Identify the various syllable divisions to support the word's pronunciation.
- 3.1.7h. Use knowledge of alphabetical order to find a word in the dictionary via the use of guide words.
- 3.1.8a. Define root words with the most common prefixes (un-, re-, dis-, in-, and ir-).

Definition: Prefixes added to beginning of words

- ir-, un-, dis- (not, opposite of)
- in- (in, into)
- pre- (before)
- re- (again, back)

- 3.1.8b. Define root words with the most common suffixes (-er, -ful, -less)

Suffixes added to ends of words

- -er (added to verbs to describe person or thing that does the action)
- -er (added to nouns denoting an occupation)
 - -er (added to proper nouns to denote place of residence)
 - -er (added to a noun denoting an occupation)
 - -er (added to a number, measurement or noun denoting a quantified set) person or thing ranked by (the number) or having (the measurement or quantified set).

sixer, six-footer, three-wheeler, first grader

· -ful (Used to form adjectives from nouns. An adjective derived by this suffix implies a thorough and certain possession of the quality of that noun, not a metaphorical fullness with it by degree or quantity. What is beautiful may be full of beauties, but is first fully beautiful; one who is wakeful is fully awake, not frequently waking; what is changeful is uncertain, not transformed; what is harmful may do a single and a mild injury.)

· Used to form nouns from nouns meaning “as much as can be held by what is denoted by the noun.”

bowlful

handful

· -less meaning lacking something. Adjectives formed using -less often form nouns by adding -ness.

3.1.8c. Generalize the meaning of words based on knowledge of prefixes and suffixes.

3.1.9a. Identify and infer meanings about words with multiple meanings.

For example: The angry boss yelled, "I am going to fire you."
We put fire in the fireplace.

TOPIC: Reading Literature

Learning Targets

3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.

3.3.1b. Recognize forms of poems (rhyming and free verse).

3.3.1c. Recognize that some poems are particular to culture (Haiku)

3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).

3.3.1e. Recognize that a script (drama) is meant to be performed.

3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (stage setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).

3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.

Be sure when teaching your students about reading or writing stories that they notice that time is passing and indicated by such words as: then, when, before, after, once, as soon as, etc.

3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.

3.3.1i. Determine the genre of a text by identifying its literary and structural features.

3.3.1j. Describe how one topic is shown differently in various genres.

3.3.2a. Identify fairy tales as narratives containing a far-fetched sequence of events usually containing an element of magic or enchantment.

3.3.2b. Identify myths as traditional stories from the past that explain something that could not be explained through science.

3.3.2c. Identify folktales as stories passed on orally from one generation to another.

3.3.2d. Identify legends as stories about real people usually with exaggerated traits.

3.3.2e. Identify fables as short tales that teach moral lessons, and often include animals or inanimate objects as characters.

3.3.2f. Demonstrate knowledge of story structure to comprehend the basic plots of these genres.

3.3.5a. Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. (onomatopoeia)

3.3.6c. Explain how you know that a character is the speaker or narrator.

3.3.7a. Compare and contrast versions of the same stories from different cultures.

TOPIC: Reading Informational Text

Learning Targets

- 3.2.1a. Recognize titles, table of contents, and chapter headings as an organizational structure of informational text.
- 3.2.1b. Locate where the glossary and index are in a book.
- 3.2.1c. Explain the purpose of the glossary and index.
- 3.2.1d. Apply knowledge of the dictionary to understand the purpose and organizational structure of a glossary.
- 3.2.1e. Utilize the glossary to understand and develop vocabulary about a topic.
- 3.2.1f. Recognize the organizational structure of an index (alphabetical order, page numbers, topics and sub topics) and how these help locate topics and terms within the body of the text.
- 3.2.1g. Use the index entries and page numbers to find topics within the text.
- 3.2.4a. Recall facts in the text.
- 3.2.4b. Infer facts from other text features. (charts, diagrams, pictures, maps, drawings)
- 3.2.4c. Use knowledge derived from text to formulate a prediction.
- 3.2.4d. Revise prediction based on information gathered during text reading.
- 3.2.5a./3.4.3c. Identify the main idea as the information that is most important.
- 3.2.5b. Recognize that supporting details are more information about the main idea.
- 3.2.5c. Find the main ideas.
- 3.2.5d. Find details that support the main idea.
- 3.2.9a. Recognize how the organizational structure can support comprehension of non-fiction and informational text. (i.e., an animal book organized into categories of food, appearance, habitat; nature book organized by seasons; weather book organized by types of weather.)

TOPIC: Writing

Learning Targets

- 3.4.1a. Recognize that ideas for writing come from writer's own lives and experiences, including their responses to literature and conversations that they overhear.
- 3.4.2a. Discuss that writers have strategies and tools for generating ideas.
- 3.4.2b. Recognize that writers have strategies for developing their ideas before they make a draft.
- 3.4.3b./3.4.9a Write stories using paragraphs (1-, 2-, 3-sentences or more) to organize thinking and support meanings.
- 3.4.6a./3.4.8a. Recognize that writers reread and make revisions in order to convey their meanings more effectively.
- 3.4.6b./3.4.8a. Compose using multiple strategies for revision (cut parts out, add parts in, move things around) in order to convey their meanings more effectively.
- 3.4.7a. Recognize that writers edit their writing in order to make it ready for readers.
- 3.4.7b. Demonstrate knowledge of writing conventions by editing ones own and peers writing.
- 3.4.8a. see 3.4.6b
- 3.5.1a. Recognize that there are five basic story elements (character. plot, setting, movement through time, and change)
- 3.5.1b. Write stories using basic story elements.
- 3.5.1c./3.3.1d. Use details such as dialogue, description, word choice, decisions about punctuation, and literacy devices such as metaphor and simile, imagery, alliteration, and otomatopoeia to develop ideas in a story.
- 3.5.2a. Explain that writing comes from the accumulation of specific, concrete and factual details in the written text.
- 3.5.2b Write using specific details that develop character, plot, or setting supporting readers in making a movie in their minds.
- 3.5.4a. Make decisions about word choice that help to convey writer's meaningful intentions.
For example (in a story where a character suddenly finds herself careening down a hill on a bicycle without brakes) write, "WATCH OUT!" she screamed.
- 3.5.5a. Write for different purposes and to a specific audience or person.
- 3.5.7a./3.3.2/3.3.3/3.3.4/3.3.5/3.3.6/3.3.7/3.3.8 Demonstrates use of comprehension strategies to read and process text.
- 3.5.7b./3.5.1/3.5.2/3.5.3/3.5.4/3.5.5 Demonstrates use of strategies for writing well to respond to reading.

TOPIC: Speaking and Listening

Learning Targets

- 3.7.12a. Tell stories out loud.
- 3.7.13a. Plan and present dramatic interpretations of experiences, stories, poems, or plays.
- 3.7.14a./3.7.13a. Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 3.7.1a. Retell, paraphrase, or explain as a way to respond to what a speaker has said.
- 3.7.2a./3.2.2 Connect and relate experiences and ideas to those of a speaker.
- 3.7.3a. Answer questions in a thorough and thoughtful manner.
- 3.7.4a./3.3.5 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).
- 3.7.5a. Organize ideas chronologically/sequence or around major points/main ideas of information.
- 3.7.6a. Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.
- 3.7.7a. Use clear and specific vocabulary to communicate ideas and establish the tone.
- 3.7.8a. Define props as objects, pictures or charts to enhance a presentation or idea.
- 3.7.8b. Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
- 3.7.9a./3.1.3 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

TOPIC: Language

Learning Targets

- 3.6.1a. Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.
- 3.6.3a. Define verb (in the predicate part of a sentence) as expressing actions, events, or states of being about the subject.
- 3.6.3b. Recognize that every verb has a subject and identify as who or what the verb "does".
- 3.6.3c. Write using subjects and verbs in agreement.
- 3.6.4a. Define past tense as a verb form that describes action or event that has already happened.
- 3.6.4b. Define present tense verb form that describes as action or event happening right now or at this time.
- 3.6.4c. Define future tense as verb form that describes action or event that has not yet happened.
- 3.6.4d. Recognize verb tenses of past, present or future.
- 3.6.4e. Write using past, present, and future verb tenses conventionally.
- 3.6.5a. Define pronouns as words that can replace nouns.
- 3.6.5b. Write using pronouns conventionally.
- 3.6.5c. Write using adjectives that describe or modify (compare) the subject.
- 3.6.5d. Write using compound nouns/compound words.
- 3.6.5e. Define articles as words that can be descriptors of a noun such as a, an, the.
- 3.6.5f. Write using articles conventionally.
- 3.6.6a. Use conventional form of commas in dates, locations, and addresses.
- 3.6.6b. Write using commas in a series (list).
- 3.6.7a. Write using correct capitalization in geographical names, holidays, historical periods, and special events.
- 3.6.8c. Spell correctly compound words knowing that two words make a contraction in writing and composing.
- 3.6.8d. Spell correctly using common spelling patterns in writing and composing.
(qu-; changing win to winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries)
- 3.6.8e. Spell correctly some common homophones in writing and composing.

UNIT: Quarter 4 -- 9 Week(s)

Description

These learning targets should be mastered by the end of the fourth quarter
3.6.8de, 3.5.8 (all), 3.2.7a, 3.2.2bcd, 3.2.4cd, 3.3.5, 3.2.6 (all), 3.2.8c, 3.3.1bcdef, 3.5.1c, 3.4.6

These learning targets should be mastered by the end of the fourth quarter. These indicators are best assessed at the classroom level through performance.

3.7.1, 3.7.2, 3.7.3, 3.7.4, 3.7.5, 3.7.6, 3.7.7, 3.7.8, 3.7.9, 3.7.10, 3.7.11, 3.7.12, 3.7.13, 3.7.14, 3.7.15, 3.6.1, 3.5.6, 3.3.5, 3.5.5, 3.5.2, 3.1.2, 3.1.3, 3.1.5, 3.1.6, 3.1.1, 3.4.5ab, 3.4.7b, 3.4.8a

Big Ideas

- Readers use multiple strategies for making sense of literary and informational text.
- Authors use genres to represent their meanings in different ways.
- The organizational structure of non-fiction informational texts supports learning about topics and the world we live in.
- Writers respond to the world in writing by using their knowledge of craft and genre to produce a piece of writing.
- We learn about language by speaking it and listening to it.
- Using Standard English conventions gives us the power to communicate our ideas effectively.

Essential Questions

- What do I do when I come to a word(s) I don't know when I am reading?
- What do I know from my own experience that will help me read and write?
- What are the differences between literary (narrative) and non-fiction informational texts?
- Why do writers write and how do they express their thinking in meaningful ways?
- How does speaking and listening help me learn to read and write?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event will likely cause the coach to change her game plan?"

Explain: Which sentence best explains why Julie was confused?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Speaker: The character or persona used by the author to convey a message to the audience or reader.

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the passage/story/article."

advertisement, alliteration, respond/response, sidebars, rhythm, simile, text-to-self, text-to-world, text-to-text, imagery, imitate, metaphor, observe/observation, onomatopoeia, persuasive, poetry, prediction, props

TOPIC: Reading Foundational Skills

Learning Targets

- 3.1.1a. Find in reading texts spelling patterns most commonly used in English Language.
- 3.1.1b. Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.
- 3.1.2a Use knowledge of syllables as a strategy for figuring out an unfamiliar word in the context of authentic texts.
- 3.1.3a. Recognize the differences between literary (narrative) text and informational (non-narrative) text.
- 3.1.3b. Recognize that punctuation in these texts supports meaningful reading.
- 3.1.3c. Produce an appropriate, smooth reading of the text with intonation and phrasing by re-reading (at independent reading level) text out loud to demonstrate knowledge of punctuation.
- 3.1.4a Define homophones and homographs
- 3.1.4b Recognize homophones (to, two, too) and homographs in familiar text.
- 3.1.4c Infer the meaning of synonyms, antonyms, homophones, and homographs by reading them in the context of authentic text.
- 3.1.5a. Speaks using vocabulary associated with specific content area. (i.e social studies, science, math)
- 3.1.6a. Infers meaning of unfamiliar words by thinking about what would make sense.
- 3.1.7a. Define guide words and entry word.
- 3.1.7b. Recognize use of dictionary.
- 3.1.7d. Identify the spelling, usage, pronunciation, part of speech, and definition of an entry word.
- 3.1.7g. Identify the various syllable divisions to support the word's pronunciation.
- 3.1.8a. Define root words with the most common prefixes (un-, re-, dis-, in-, and ir-).

Definition: Prefixes added to beginning of words

- ir-, un-, dis- (not, opposite of)
- in- (in, into)
- pre- (before)
- re- (again, back)

- 3.1.8b. Define root words with the most common suffixes (-er, -ful, -less)

Suffixes added to ends of words

- -er (added to verbs to describe person or thing that does the action)
 - -er (added to nouns denoting an occupation)
 - -er (added to proper nouns to denote place of residence)
 - -er (added to a noun denoting an occupation)
 - -er (added to a number, measurement or noun denoting a quantified set) person or thing ranked by (the number) or having (the measurement or quantified set).
- sixer, six-footer, three-wheeler, first grader

· -ful (Used to form adjectives from nouns. An adjective derived by this suffix implies a thorough and certain possession of the quality of that noun, not a metaphorical fullness with it by degree or quantity. What is beautiful may be full of beauties, but is first fully beautiful; one who is wakeful is fully awake, not frequently waking; what is changeful is uncertain, not transformed; what is harmful may do a single and a mild injury.)

· Used to form nouns from nouns meaning “as much as can be held by what is denoted by the noun.”

bowlful

handful

· -less meaning lacking something. Adjectives formed using -less often form nouns by adding -ness.

3.1.8c. Generalize the meaning of words based on knowledge of prefixes and suffixes.

TOPIC: Reading Literature

Learning Targets

3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.

3.3.1b. Recognize forms of poems (rhyming and free verse).

3.3.1c. Recognize that some poems are particular to culture (Haiku)

3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).

3.3.1e. Recognize that a script (drama) is meant to be performed.

3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (stage setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).

3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.

Be sure when teaching your students about reading or writing stories that they notice that time is passing and indicated by such words as: then, when, before, after, once, as soon as, etc.

3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.

3.3.1i. Determine the genre of a text by identifying its literary and structural features.

3.3.1j. Describe how one topic is shown differently in various genres.

3.3.2a. Identify fairy tales as narratives containing a far-fetched sequence of events usually containing an element of magic or enchantment.

3.3.2b. Identify myths as traditional stories from the past that explain something that could not be explained through science.

3.3.2c. Identify folktales as stories passed on orally from one generation to another.

3.3.2d. Identify legends as stories about real people usually with exaggerated traits.

3.3.2e. Identify fables as short tales that teach moral lessons, and often include animals or inanimate objects as characters.

3.3.2f. Demonstrate knowledge of story structure to comprehend the basic plots of these genres.

3.3.5a. Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. (onomatopoeia)

TOPIC: Reading Informational Text

Learning Targets

- 3.2.2a. Recognize that readers read non-fiction and informational texts to learn something.
- 3.2.2b. Make sense of non-fiction informational texts by making text-to-text connections (consider other texts readers have read that are like the one they are reading.)
- 3.2.2c. Make sense of non-fiction informational texts by making text-to-self connections (consider what experiences the readers have had that relate to what they are reading about.)
- 3.2.2d. Make sense of non-fiction informational texts by making text-to-world connections (consider what readers know about the world that would inform their understanding of what they are reading.)
- 3.2.3a. Recognize that non-fiction informational texts are important resources for finding facts.
- 3.2.3b. Investigate a question by using non-fiction informational texts to develop understanding.
- 3.2.3c. Demonstrate knowledge of non-fiction informational text features to locate relevant information quickly and easily (skim and scan).
- 3.2.4a. Recall facts in the text.
- 3.2.4b. Infer facts from other text features. (charts, diagrams, pictures, maps, drawings)
- 3.2.4c. Use knowledge derived from text to formulate a prediction.
- 3.2.4d. Revise prediction based on information gathered during text reading.
- 3.2.5a./3.4.3c. Identify the main idea as the information that is most important.
- 3.2.5b. Recognize that supporting details are more information about the main idea.
- 3.2.5c. Find the main ideas.
- 3.2.5d. Find details that support the main idea.
- 3.2.6a. Understand that some informational texts can be written in narrative form (biographies, autobiography).
- 3.2.6b. Recognize that these genres account for an individual's life and times usually highlighting significant aspects that often enable a reader to live-through his/her life experiences.
- 3.2.6c. Recognize the facts, including such things as the person's words, historical context, interviews with associates and family, primary source documents (i.e. photos, maps) that have been gathered and synthesized for these texts.
- 3.2.6d. Consider the influence of this person on history and to self.
- 3.2.7a. Perform simple multi-step written instructions.
- 3.2.8a./3.5.6c./3.5.6d. Define facts as things that can be proven by observation, surveys, electronic resources, interview with expert, and print resources.
- 3.2.8b/3.5.6b./3.5.6c. Define that opinions reflect the writer's point-of-view.
- 3.2.8c. Analyze the causes and effects in a piece of non-fiction text.
- 3.2.8d. Identify the facts and opinions in a piece of non-fiction text.
- 3.2.8e. Analyze the facts and opinions in a piece of non-fiction text.
- 3.2.8f. Recognize words that signal fact or opinion such as (feel, believe, always, never, none, most, least, best, and worst).
- 3.2.9a. Recognize how the organizational structure can support comprehension of non-fiction and informational text. (i.e., an animal book organized into categories of food, appearance, habitat; nature book organized by seasons; weather book organized by types of weather.)

TOPIC: Writing

Learning Targets

- 3.4.1a. Recognize that ideas for writing come from writer's own lives and experiences, including their responses to literature and conversations that they overhear.
- 3.4.2a. Discuss that writers have strategies and tools for generating ideas.
- 3.4.2b. Recognize that writers have strategies for developing their ideas before they make a draft.
- 3.4.3a. Define topic sentences in non-fiction informational writing as usually the first sentence in a paragraph that typically states the main idea.
- 3.4.3b./3.4.9a Write stories using paragraphs (1-, 2-, 3-sentences or more) to organize thinking and support meanings.
- 3.4.4a. Investigate topics using a variety of print and electronic resources to support an inquiry/research.
such as a dictionary, thesaurus, atlas, encyclopedia, and online resources
- 3.4.5a./3.4.6/3.4.7/3.4.8 Recognize that computers can be an effective publishing tool.
- 3.4.5b./3.4.6/3.4.7/3.4.8 Use written draft to produce a finished piece of writing using a computer.
- 3.4.6a./3.4.8a. Recognize that writers reread and make revisions in order to convey their meanings more effectively.
- 3.4.6b./3.4.8a. Compose using multiple strategies for revision (cut parts out, add parts in, move things around) in order to convey their meanings more effectively.
- 3.4.7a. Recognize that writers edit their writing in order to make it ready for readers.
- 3.4.7b. Demonstrate knowledge of writing conventions by editing ones own and peers writing.
- 3.4.8a. see 3.4.6b
- 3.5.2a. Explain that writing comes from the accumulation of specific, concrete and factual details in the written text.
- 3.5.2c. Compose a non-fiction informational piece using precise details to reveal important facts about a topic.
- 3.5.3a./3.5.6 Write persuasive letter.
- 3.5.3b. Demonstrate knowledge of invitations, friendly letters, and thank you notes.
- 3.5.4a. Make decisions about word choice that help to convey writer's meaningful intentions.
For example (in a story where a character suddenly finds herself careening down a hill on a bicycle without brakes) write, "WATCH OUT!" she screamed.
- 3.5.5a. Write for different purposes and to a specific audience or person.
- 3.5.6a. Discuss that writers can convince readers to think or act in particular ways by writing persuasively and that there are important reasons to do so.
- 3.5.6b. Consider letters, essays, advertisements, and speeches are some of the genres writers use to be persuasive.
- 3.5.6c./3.2.8a./3.2.8b. Explain that to write persuasively writers must identify issues for which they feel passionate.
- 3.5.6d. Recognize that to be persuasive writers think about their audience (who are they trying to persuade).
- 3.5.6e. Use knowledge of letter writing form to write a letter using persuasive techniques.
- 3.5.7a./3.3.2/3.3.3/3.3.4/3.3.5/3.3.6/3.3.7/3.3.8 Demonstrates use of comprehension strategies to read and process text.
- 3.5.7b./3.5.1/3.5.2/3.5.3/3.5.4/3.5.5 Demonstrates use of strategies for writing well to respond to reading.
- 3.5.8a./3.3.3 Demonstrate use of comprehension strategies and knowledge of textual elements to read and process non-fiction text.
At this level, this can be done as a teacher guided research project.
- 3.5.8b. Recognize that writers of non-fiction have strategies for doing research that include: collecting facts in first-hand ways (interviews, surveys, and observation) and second-hand ways (print resources, internet sources).
At this level, this can be done as a teacher guided research project.
- 3.5.8c. Select and investigate a topic of interest using research strategies.
At this level, this can be done as a teacher guided research project.
- 3.5.8d. Organize findings in ways that reflect knowledge of non-fiction organizational structures.
At this level, this can be done as a teacher guided research project.
- 3.5.8e. Write a report on the topic of inquiry using non-fiction organizational structure and conveying facts through non-fiction textual elements (for example: titles, sidebars, pictures, charts, graphs, subtitles, index, glossary).
At this level, this can be done as a teacher guided research project.

TOPIC: Speaking and Listening

Learning Targets

3.7.10a./3.5.6a./3.5.6b. Recognizes the various points of view can be expressed in different ways through broadcast (TV/Radio), print media (newspapers, magazines, etc.) and Internet.

3.7.10b. Compare the various ways these points of view are expressed through these types of media.

3.7.11a. Distinguish between the speaker's opinions and verifiable facts.

3.7.12a. Tell stories out loud.

3.7.13a. Plan and present dramatic interpretations of experiences, stories, poems, or plays.

3.7.14a./3.7.13a. Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

3.7.16a./3.5.8b. Recognize the various forms of evidence such as facts, statistics (numerical data), quotes, and testimonials (statements of support by people) and their use to support claims.

3.7.16b. Analyze the various forms of evidence such as facts, statistics (numerical data), quotes, and testimonials (statement of support) and their use to support claims.

3.7.1a. Retell, paraphrase, or explain as a way to respond to what a speaker has said.

3.7.2a./3.2.2 Connect and relate experiences and ideas to those of a speaker.

3.7.3a. Answer questions in a thorough and thoughtful manner.

3.7.4a./3.3.5 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).

3.7.5a. Organize ideas chronologically/sequence or around major points/main ideas of information.

3.7.6a. Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.

3.7.7a. Use clear and specific vocabulary to communicate ideas and establish the tone.

3.7.8a. Define props as objects, pictures or charts to enhance a presentation or idea.

3.7.8b. Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.

3.7.9a./3.1.3 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

TOPIC: Language

Learning Targets

3.6.1a. Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

3.6.8d. Spell correctly using common spelling patterns in writing and composing.

(qu-; changing win to winning; changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries)

3.6.8e. Spell correctly some common homophones in writing and composing.

3.6.9a. Classify words in alphabetical order.

Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, and pineapple.

Course Overview

Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals. Students solve problems involving addition and subtraction and develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models. They solve simple problems involving multiplication and division. Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time and money. They choose, combine, and apply effective strategies for solving problems in reasonable ways, justifying their reasoning, and determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

The Process Standards should be addressed throughout the course. Students build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving.

Students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof.

Students organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers and others; analyze and evaluate the mathematical thinking and strategies of others; and use the language of mathematics to express mathematical ideas precisely.

Students regularly create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.

Students continually make connections. They should recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics.

Technology is used as an essential tool in mathematics education to support and extend the mathematics curriculum. Technology can contribute to concept development, simulation, representation, communication, and problem solving. The challenge is to ensure that technology supports—but is not a substitute for—the development of skills with basic operations, quantitative reasoning and problem-solving skills. Elementary students must learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator. The focus must be on learning mathematics, using technology as a tool, rather than as an end in itself.

Letter of Introduction:

Dear Indiana Mathematics Education Colleague:

July 12-16, 2010, approximately 30 Indiana mathematics education professionals met in Indianapolis to participate in the development of the IDOE Curriculum Maps for Mathematics grades K through 8 and Algebra 1, Algebra 2 and Geometry. The goal of this work was to “unpack” the 2000 Indiana Academic Standards for Mathematics to provide more clarity about what students need to learn in order to achieve “mastery” of a particular Standard Indicator. Each Indicator in the 2000 Standards was unpacked into smaller “Learning Targets,” when appropriate. These Learning Targets are numbered according to the related Indicator with a lowercase letter representing a suggested sequence of content within that Indicator. For example, a Standard Indicator like 8.3.3 was broken down into 8.3.3a and 8.3.3b. The Learning Targets were then organized into 9-week (quarterly) Instructional Units with Big Ideas, Essential Questions and Vocabulary for each Unit.

For 2010-11, teachers will use these Maps, based on the 2000 Math Standards. On August 3, 2010, the Common Core State Standards were formally adopted as Indiana’s Academic Standards for Mathematics. During the coming school year, we will integrate additional Learning Targets from the Common Core State Standards to create revised Maps to be used during the 2011-12 school year. (You can find The Common Core State Standards at www.corestandards.org to see what will be shaping our curriculum

maps.)

Because the 2000 Standard Indicators were unpacked into smaller Learning Targets, the number of Targets may seem overwhelming. However, we believe the unpacking of the indicators provides these advantages:

- A more complete understanding of the meaning of the indicator can be derived.
- A student's learning can be described and communicated more clearly between all those with an interest in the student's learning (including the student).
- Feedback provided to students on their learning progress can be more specific.
- More specificity about which aspects of an indicator should be included at various points throughout the year can be provided.

While the increased number of Learning Targets has the above advantages, we caution against these pitfalls:

- Focusing only on the individual targets rather than the big ideas.
- Teaching only a small set of targets at a time rather than using the progression as a tool for differentiating instruction.
- Monitoring every student on each target rather than using the progression as a resource for formative assessment.

This Curriculum Map represents the best thinking of some of your colleagues. We fully expect that this resource will be adapted to meet the needs of individual classrooms and hope that it will be a useful scaffold upon which teachers can build their classroom curriculum.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Number and Operations in Base Ten 2. Operations and Algebraic Thinking 3. Measurement and Data 4. Mathematical Practices
9 Week(s)	Quarter 2	1. Operations and Algebraic Thinking 2. Number and Operations - Fractions 3. Measurement and Data 4. Mathematical Practices
9 Week(s)	Quarter 3	1. Measurement and Data 2. Geometry 3. Operations and Algebraic Thinking 4. Mathematical Practices
9 Week(s)	Quarter 4	1. Number and Operations in Base Ten 2. Measurement and Data 3. Operations and Algebraic Thinking 4. Mathematical Practices

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

Main Topics: Numeration, Place Value, Rounding, Even/Odd, Addition, Subtraction, Time, Money, Probability

Additional Topics: Problem Solving

Learning Targets Mastered: 3.1.1a-j, 3.1.2a-b, 3.1.3a-b, 3.1.4a-b, 3.1.5a-b, 3.1.6a-b, 3.1.7a-b, 3.1.14a, 3.1.15a-c, 3.2.1a-e, 3.5.9a-f, 3.5.10a, 3.5.11a-b

Big Ideas

1. Numbers are able to represent quantity, position, location, and relationships, and symbols may be used to express these relationships.
2. Mathematical concepts can be understood using a variety of models.

Essential Questions

1. How do we read and write large numbers?
2. What strategies help us to compare numbers?
3. How does understanding place value help us add and subtract large numbers?
4. How are the operations of addition and subtraction related?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

Familiar vocabulary: place value, value, digit, equation

New vocabulary: hundreds place, multiples, multiplication, product, division, quotient, equal groups, repeated addition, expression

TOPIC: Number and Operations in Base Ten

Resources

See attachments for resources concerning this subject area.

Learning Targets

3.1.2a Name the digit located in the ones, tens, and hundreds place in a given number.

3.1.2b Write the value of a digit in a number up to 1,000.

3.1.1a Write a number up to 1,000 in standard form when hearing the oral form of the number.

3.1.1b Write a number up to 1,000 when shown a model of the number.

3.1.1c Write a number up to 1,000 when given the word form of the number.

3.1.1d Read orally a number up to 1,000 when given the standard form of the number.

3.1.1e Read orally a number up to 1,000 when given the word form of the number.

3.1.3a Use models to represent numbers up to 1,000.

3.1.1f Count by 100s to 1,000.

3.1.5a Compare whole numbers up to 1,000.

3.1.5b Arrange whole numbers up to 1,000 in numerical order.

3.1.1g Name a series of numbers that follow a given a number less than 1,000.

For example: If a student is told the number 367, they are able to say, "368, 369, 370, 371, 372..."

3.1.7a Classify numbers up to 1,000 as even or odd.

3.1.7b Describe what determines if a number is even or odd.

3.1.3b Write the number as the sum of the value of its digits (expanded form).

3.1.4a Decompose any number up to 1,000 in various combinations of hundreds, tens, and ones (i.e., 3 hundreds, 2 tens, 5 ones).

3.1.4b Write in standard form a number up to 1,000 that is given in a different combination of hundreds, tens, and ones.

Example: 3 hundreds 14 tens 5 ones = 445

3.1.6a Round numbers less than one hundred to the nearest ten.

3.1.6b Round numbers less than one thousand to the nearest hundred.

TOPIC: Operations and Algebraic Thinking

Resources

Resources are attached to help teachers further develop methods of teaching and assessing learning targets. They are techniques that teachers may opt to use.

Learning Targets

3.2.1c Add numbers up to 1,000 with regrouping, using relevant properties of the number system.

3.2.1d Subtract numbers up to 1,000 with regrouping, using relevant properties of the number system.

3.2.1a Add numbers up to 1,000 without regrouping using relevant properties of the number system.

3.2.1b Subtract numbers up to 1,000 without regrouping using relevant properties of the number system.

Not mastered in this quarter.

3.2.1e Use inverse operations to check computation in addition and subtraction.

TOPIC: Measurement and Data

Learning Targets

3.1.15c Identify situations in which simple probability may be used.

3.1.14a Identify whether everyday events are certain, likely, unlikely, or impossible.

3.1.15a Define probability.

3.1.15b Record the possible outcomes for a simple probability experiment with six or fewer outcomes.

3.5.9a Tell time to the nearest 5-minutes.

3.5.9b Determine the time it would be one hour after a given time. Repeat for any number of hour intervals.

3.5.9c Determine the number of hours between two times that have the same number of minutes (Ex: How many hours between 11:15 and 2:15?).

3.5.10a Determine which symbol (¢ or \$) to use after finding the value of any collection of coins and bills. Understand that 20¢ is the same as \$0.20.

This provides a good context for discussing the whole can change. For example, when it is written as 20¢, the penny is considered to be the whole unit. However, when written as \$0.20, the dollar is considered to be the whole unit.

3.5.11a Determine the total cost of more than one item.

3.5.11b Determine whether there is enough money given a certain amount to buy more than one item.

3.5.9d Tell time to the nearest minute.

3.5.9e Determine what time it will be in any number of five-minute intervals (up to an hour) after a given time that falls on a five-minute interval.

Example: If given a time such as 2:35, students should be able to tell what time it will be in 15 minutes, 40 minutes, 55 minutes, etc.

3.5.9f Determine the amount of time between any two given times.

Example: How much time between 3:40 and 4:25?

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

3.6.1a Analyze problems by identifying relationships.

3.6.1b Analyze problems by telling relevant from irrelevant information.

3.6.1c Analyze problems by sequencing and prioritizing information.

3.6.1d Analyze problems by observing patterns.

3.6.2a Decide when and how to break a problem into simpler parts.

3.6.3a Apply strategies and results from simpler problems to solve more complex problems.

3.6.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

3.6.4b Provide verbal and/or symbolic evidence to support solutions.

3.6.5a Recognize the relative advantages of exact and approximate solutions to problems.

3.6.5b Give answers to a specified or appropriate degree of accuracy.

3.6.6a Know and apply appropriate methods for estimating results of whole number computations.

3.6.7a Make precise calculations and check the validity of the results in the context of the problem.

3.6.7b Explain whether a solution is reasonable in the context of the original situation.

3.6.8a Explain whether a solution is reasonable in the context of the original situation.

3.6.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

UNIT: Quarter 2 -- 9 Week(s)

Description

Main Topics: Fractions, Concepts of Multiplication and Division, Multiplication Facts, Points/Lines/Line Segments, Units and Conversions

Additional Topics: Problem Solving

Learning Targets Mastered: 3.1.8a-j, 3.1.9a-b, 3.1.10a-d, 3.2.2a-d, 3.2.3a-c, 3.2.4a-c, 3.2.5a-c, 3.2.6a-c, 3.3.5a-c, 3.4.6a-b, 3.4.7a-b, 3.5.1a-d, 3.5.2a-c, 3.5.12a

Big Ideas

1. Numbers are able to represent quantity, position, location, and relationships, and symbols may be used to express these relationships.
2. Mathematical concepts can be understood using a variety of models.
3. Whole numbers and fractions can be represented in a variety of ways that have the same value.
4. The four basic arithmetic operations are interrelated, and the properties of each may be used to understand the others.

Essential Questions

1. How can numbers be written in more than one way?
2. How are the operations of multiplication and division related?
3. How are multiplication and addition related?
4. How are division and subtraction related?
5. How can fractions be written in more than one way?
6. How can estimation be used to tell if answers to problems make sense?
7. What kinds of problems can be modeled and solved with multiplication?
8. How can measuring length, perimeter, capacity, and weight be useful?
9. How can I represent problems involving fractions using models?
10. How and why are equivalent forms used in measurements?
11. What kinds of problems can be modeled and solved with division?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

Familiar Vocabulary: regroup, place value, length

New Vocabulary: decompose, compose, equivalent forms, estimation, expanded form, standard form, round, numerator, denominator, plot, inverse operation, shading, elapsed time, expression, equation, point, line, line segment, perimeter, capacity, 1/2 inch

TOPIC: Operations and Algebraic Thinking

Learning Targets

- 3.2.2b Represent the concept of multiplication as equal groups using repeated addition.
- 3.2.2c Represent the concept of multiplication as a rectangular array.
- 3.2.4a Explain the inverse relationship between multiplication and division facts (e.g., $6 \times 7 = 42$, $42 \div 7 = 6$, $7 \times 6 = 42$, $42 \div 6 = 7$).
- 3.2.4b Write a related division fact for a given multiplication fact.
- 3.2.4c Write a related multiplication fact for a given division fact.
- 3.3.5c Describe the patterns created and extended using multiplication.
- 3.2.2a Represent the concept of multiplication as equal groups using pictures or objects.
- 3.2.3a Represent the concept of division as equal sharing.
- 3.2.3b Represent the concept of division as forming equal groups.
- 3.2.3c Represent the concept of division as repeated subtraction.
- 3.2.5a Show mastery of multiplication facts for two.
- 3.2.5b Show mastery of multiplication facts for five.
- 3.3.5a Extend number patterns using multiplication.
- 3.3.5b Create number patterns using multiplication.
- 3.2.5c Show mastery of multiplication facts for ten.
- 3.2.2d Represent the concept of multiplication as equal hops on a number line.

TOPIC: Number and Operations - Fractions

Resources

See attachments for resources concerning this subject area.

Learning Targets

- 3.2.6c Explain why the denominator stays the same.
- 3.1.10d Compare fractions with different denominators when given objects or pictures.
- 3.1.8j Determine whether two fractions are equivalent.
- 3.2.6a Add and subtract simple fractions with the same denominator using models.
- 3.2.6b Add and subtract simple fractions with the same denominator.
- 3.1.9a Identify the numerator and the denominator in a given fraction.
- 3.1.9b Discuss a fraction using the terms "numerator" and "denominator."
- 3.1.8a Define the term equivalent as having the same value.
- 3.1.8b Draw and write different fractions to represent the whole number one.
- 3.1.8c Write two fractions to describe the same shaded region.
- 3.1.8d Represent equivalent fractions by shading congruent figures.
- 3.1.8e Extend a picture pattern to demonstrate equivalent fractions as part of a set.
- 3.1.8f Extend a number pattern to demonstrate equivalent fractions.
- 3.1.8g Write two fractions to describe a point on a number line.
- 3.1.8h Plot equivalent fractions on a number line.
- 3.1.10a Compare fractions with the same denominator when given objects or pictures.
- 3.1.10b Compare fractions with the same denominator when given two fractions.
- 3.1.10c Compare fractions using the benchmark fraction of $\frac{1}{2}$.

TOPIC: Measurement and Data

Learning Targets

- 3.5.1a Point and count the half-inch intervals on a ruler.
- 3.5.1b Locate position of half-inches on a ruler.
- 3.5.1c Locate the nearest half-inch on a ruler when given a point on the ruler and understand that each whole inch can be considered the nearest half-inch.
- 3.5.1d Measure line segments to the nearest half-inch and record using proper units.
- 3.4.6a Define the terms point, line, and line segment correctly.
- 3.4.6b Use the terms point, line, and line segment in describing two-dimensional shapes.
- 3.4.7a Draw line segments and lines using a straightedge.
- 3.4.7b Draw line segments to a given length using a straightedge.
- 3.5.2a Recognize when a given quantity can be grouped into a known unit (e.g., 15 inches is more than one foot; 241 centimeters is more than a meter).
- 3.5.2b Regroup a given quantity into other units (e.g., 15 inches = 1 foot 3 inches).
- 3.5.2c Add units of length that may require regrouping of inches to feet or centimeters to meters.
- 3.5.12a Carry out simple unit conversions with a measurement system (e.g., centimeters to meters; hours to minutes.)

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

- 3.6.1a Analyze problems by identifying relationships.
- 3.6.1b Analyze problems by telling relevant from irrelevant information.
- 3.6.1c Analyze problems by sequencing and prioritizing information.
- 3.6.1d Analyze problems by observing patterns.
- 3.6.2a Decide when and how to break a problem into simpler parts.
- 3.6.3a Apply strategies and results from simpler problems to solve more complex problems.
- 3.6.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.
- 3.6.4b Provide verbal and/or symbolic evidence to support solutions.
- 3.6.5a Recognize the relative advantages of exact and approximate solutions to problems.
- 3.6.5b Give answers to a specified or appropriate degree of accuracy.
- 3.6.6a Know and apply appropriate methods for estimating results of whole number computations.
- 3.6.7a Make precise calculations and check the validity of the results in the context of the problem.
- 3.6.7b Explain whether a solution is reasonable in the context of the original situation.
- 3.6.8a Explain whether a solution is reasonable in the context of the original situation.
- 3.6.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

UNIT: Quarter 3 -- 9 Week(s)

Description

Main Topics: Quadrilaterals, Angles, Congruency, Symmetry, Properties of Multiplication and Division, Number Lines, Perimeter, Area and Volume

Additional Topics: Problem Solving

Learning Targets Mastered: 3.3.4a, 3.3.7a-d, 3.4.1a, 3.4.2a-b, 3.4.3a-c, 3.4.4a, 3.4.5a, 3.4.8a-c, 3.4.9a, 3.4.10a-c, 3.5.3a-c, 3.5.4a-c, 3.5.5a-c

Big Ideas

1. Objects are uniquely described and classified by their attributes and can be measured with specialized tools for a variety of purposes.
2. Measurements can be expressed in a variety of ways that have the same value.
3. Mathematical concepts can be understood using a variety of models.

Essential Questions

1.

How can measuring area and volume be useful?

2.

How can shapes and solids be described?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+): Calculate, Solve, Classify, Compare, Complete, Describe, Diagram, Equivalent, Estimate, Explain, Plot, Support/Justify

Familiar Vocabulary: regroup, length

New Vocabulary: point, line, line segment, perimeter, capacity, 1/2 inch, area, square units, volume, cubic units, sphere, cylinder, cone, pyramid, face, edge, vertex, vertices, symmetry, line of symmetry, reflection, angle, right angle

TOPIC: Measurement and Data

Resources

See attachments for resources concerning this subject area.

Learning Targets

3.5.4a Define area as the number of square units needed to cover a shape.

3.5.4b Estimate the number of square units in a shape. Record and label results.

3.5.5a Define volume as the number of cubic units in a three-dimensional shape.

3.5.5b Estimate the number of cubic units that it would take to fill a three-dimensional shape. Record and label results.

3.5.3a Explain orally that perimeter is the measurement around a shape.

3.5.3b Find the perimeter of a shape by using appropriate tools to measure. Record and label results.

3.5.3c Explain how to find the perimeter of a shape.

TOPIC: Geometry

Learning Targets

- 3.4.10a Label/name geometric shapes and structures found in the environment.
- 3.4.10b Tell where geometric shapes and structures are found in the environment.
- 3.4.3c Classify by finding similarities and differences between cubes, spheres, prisms, pyramids, cones, and cylinders.
- 3.5.4c Find the area of a given shape using square units. Record and label results.
- 3.5.5c Determine the number of cubic units that it would take to fill a three-dimensional shape. Record and label results.
- 3.4.2a Identify right angles in shapes and objects.
- 3.4.2b Decide whether angles are greater or less than a right angle.
- 3.4.3a Identify cube, sphere, prism, pyramid, cone, and cylinder.
- 3.4.3b Describe cube, sphere, prism, pyramid, cone, and cylinder by using the terms faces, vertex (vertices), and edges.
- 3.4.4a Identify common solid objects that are the parts needed to make a more complex solid object.
- 3.4.5a Draw a shape that is congruent to another shape.
- 3.4.8a Define symmetry.
- 3.4.8b Determine whether a line is a line of symmetry in a given shape.
- 3.4.8c Construct a line of symmetry for a geometric shape.
- 3.4.9a Sketch the mirror image reflections of shapes.
- 3.4.1a Identify quadrilaterals as four-sided shapes.
- 3.4.10c Describe shapes in the environment by referring to their properties, i.e., symmetry and angles.

TOPIC: Operations and Algebraic Thinking

Resources

See attachments for resources concerning this subject area.

Learning Targets

- 3.3.4a Understand and use the commutative and associative properties of multiplication.
Example: Multiply $2 \times 6 \times 5$ as listed. Now multiply $2 \times 5 \times 6$ as listed. Which is easier? Why?
- 3.3.7a Name the approximate value of a point on a number line labeled by tens.
- 3.3.7b Plot and label whole numbers up to 100 on a number line divided into ten equal parts.
- 3.3.7c Name the approximate value of a point on a number line labeled by hundreds.
- 3.3.7d Plot and label whole numbers up to 1,000 on a number line divided into ten equal parts.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets , and should not be viewed as stand-alone targets.

Learning Targets

3.6.1a Analyze problems by identifying relationships.

3.6.1b Analyze problems by telling relevant from irrelevant information.

3.6.1c Analyze problems by sequencing and prioritizing information.

3.6.1d Analyze problems by observing patterns.

3.6.2a Decide when and how to break a problem into simpler parts.

3.6.3a Apply strategies and results from simpler problems to solve more complex problems.

3.6.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

3.6.4b Provide verbal and/or symbolic evidence to support solutions.

3.6.5a Recognize the relative advantages of exact and approximate solutions to problems.

3.6.5b Give answers to a specified or appropriate degree of accuracy.

3.6.6a Know and apply appropriate methods for estimating results of whole number computations.

3.6.7a Make precise calculations and check the validity of the results in the context of the problem.

3.6.7b Explain whether a solution is reasonable in the context of the original situation.

3.6.8a Explain whether a solution is reasonable in the context of the original situation.

3.6.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

UNIT: Quarter 4 -- 9 Week(s)

Description

Main Topics: Decimals, Algebra, Capacity, Weight, Temperature, Estimation, Data and Graphs

Additional Topics: Problem Solving

Learning Targets Mastered: 3.1.11a-c, 3.1.12a, 3.1.13a, 3.2.7a, 3.2.8a, 3.3.1a-b, 3.3.2a, 3.3.3a, 3.3.6a, 3.5.6a-c, 3.5.7a, 3.5.8a, 3.6.1a-b, 3.6.2a, 3.6.3a, 3.6.4a-b, 3.6.5a-b, 3.6.6a, 3.6.7a-b, 3.6.8a, 3.6.9a

Big Ideas

1. Objects are uniquely described and classified by their attributes and can be measured with specialized tools for a variety of purposes.
2. Whole numbers and fractions can be represented in a variety of ways that have the same value.
3. Mathematical concepts can be understood using a variety of models.

Essential Questions

1. How are decimals and fractions alike and different?
2. How can I choose appropriate models to help me solve problems?
3. How can we decide what operation to use when presented with a problem?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Familiar Vocabulary: congruent

New Vocabulary: decimals, tenths, hundredths, data, circle graph, probability, outcomes, array,

TOPIC: Number and Operations in Base Ten

Resources

See attachments for resources concerning this subject area.

Learning Targets

3.1.11a Identify the tenths and hundredths place of a number.

3.1.11b Read a decimal number in the tenths place and the hundredths place.

3.1.11c Name a decimal orally and write it to represent tenths and hundredths when given a model.

3.1.12a Write the fraction equivalent of a decimal for tenths.

TOPIC: Measurement and Data

Resources

See attachments for resources concerning this subject area.

Learning Targets

3.1.13a Interpret data displayed in a circle graph both orally and in writing.

3.5.6a Explain that capacity is the amount that a container can hold.

3.5.6b Recognize common tools which can be used to measure capacity such as quarts, gallons, and liters.

3.5.6c Estimate the capacity for a given container. Then measure the capacity using appropriate tools. Label and record results.

3.5.7a Estimate and measure weight using pounds and kilograms.

3.5.8a Compare temperatures in Celsius and Fahrenheit.

TOPIC: Operations and Algebraic Thinking

Resources

See attachments for resources concerning this subject area.

Learning Targets

3.3.3a Choose appropriate symbols for operations and relations to make a number sentence true.

3.3.1a Identify an expression and an equation.

3.3.1b Write an expression and an equation with an unknown quantity (variable) to match a given situation.

3.3.2a Solve for an unknown quantity (variable) when given an equation.

3.3.6a Solve simple problems involving a functional relationship between two quantities.

3.2.7a Determine whether answers are reasonable in addition and subtraction problems using rounding, front-end estimation, and convenient (sometimes called friendly or compatible) numbers.

3.2.8a Add or subtract with numbers less than 100 using mental math.

TOPIC: Mathematical Practices

Learning Targets

- 3.6.1a Analyze problems by identifying relationships.
- 3.6.1b Analyze problems by telling relevant from irrelevant information.
- 3.6.1c Analyze problems by sequencing and prioritizing information.
- 3.6.1d Analyze problems by observing patterns.
- 3.6.2a Decide when and how to break a problem into simpler parts.
- 3.6.3a Apply strategies and results from simpler problems to solve more complex problems.
- 3.6.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.
- 3.6.4b Provide verbal and/or symbolic evidence to support solutions.
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- 3.6.7a Make precise calculations and check the validity of the results in the context of the problem.
- 3.6.7b Explain whether a solution is reasonable in the context of the original situation.
- 3.6.8a Explain whether a solution is reasonable in the context of the original situation.
- 3.6.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Course Overview

The educational professionals and practitioners who created these curriculum maps respect that best practices in English/Language Arts instruction predicate that:

- Skills and content be revisited and developed throughout an academic year,
- Good literature, effective writing, and effective speaking are companion concepts,
- Language usage, conventions and grammar are more effective when taught as companions to the study and practice of effective composition skills.

However, the logistics of assessing skills and content on a quarterly basis predicates that the content which is assessed be narrowed. (i.e. Students cannot be expected to master all content in one quarter, nor can all content possibly be assessed in one quarterly assessment.)

Therefore, the state indicators have been delineated into learning targets to assist teachers in planning and pacing instruction to allow students to fully master the standard indicators. All topics and learning targets are eligible for evaluation on the summative end-of-course/year assessment.

Reading and Literature, Grade 4, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in interest- and age-appropriate content. Students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words. They learn variations on word meanings (synonyms, antonyms, idioms, and words with more than one meaning). They continue to build their reading comprehension strategies. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read or listen to and then respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry, and plays, and nonfiction selections, such as subject-area books, biographies, children's magazines or periodicals, various reference and technical materials, and online information. Students self-select books and read independently for enjoyment.

Language Arts, Grade 4, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students continue to build their vocabularies for reading and writing. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver oral summaries of articles and books that they have read. They participate in classroom or group language arts experiences. They use a writing process for doing their compositions. They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. Students listen to stories read aloud to them and write independently for enjoyment.

Scope and Sequence

Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills

9 Week(s)	Quarter 2	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills
9 Week(s)	Quarter 3	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills
9 Week(s)	Quarter 4	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language 6. Reading: Foundational Skills

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

The grade 4 curriculum map indicates that the learning targets designated are ongoing within this quarter. This means the learning targets are skills that require continual practice for students, but the specific time frames will vary based upon a variety of factors.

Mastered standards and learning targets in this quarter include the following:

4.1.2f; 4.1.3b; 4.1.4b; 4.3.7; 4.4.1; 4.5.1; 4.5.5; 4.6.1; 4.6.2; 4.6.5a, d, e; 4.6.8; 4.7.11

Big Ideas

Readers are actively engaged in what they are reading.

Writing is an ongoing process.

Readers use prior knowledge to make meaningful connections to the world.

Essential Questions

- *How do the parts of a story help me understand it?
- *How do I know something is important in a story?
- *How do my memories and experiences make me a better reader?
- *Why is there value in collecting and organizing my thoughts?
- *What strategies make me a good writer and reader?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event caused Mr. Smith to change his vacation plans?"

Explain: "Which sentence best explains why Julie was confused?"

Express: "Which statement from the passage best expresses an opinion?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Main idea, details, plot, setting, character, theme, narrator, heading, subtitles, vocabulary, organization, informational text, skim, prior knowledge, connections, editing marks, paragraphs, ideas, focus, organizational structure, keyboarding, narratives, audience,

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 4

synonyms, inform, persuade, entertain, describe, summary, facial expressions, gestures, antonym, homographs, simple sentence, root/base word, prefix, suffix, Greek word parts, Latin word parts, complex words, multiple meanings, context clues, cursive, compound sentences, adjectives, adverbs, verbs, regular verbs, irregular verbs, parenthesis, commas, quotation marks, apostrophes, possessive, contraction, syllables, fluency, inflections, response to literature

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

- 4.3.2a List main ideas and details of a story.
 - 4.3.2b Identify the plot of a story.
 - 4.3.2c Determine the impact of an action on future events within a story.
 - 4.3.3a Identify the setting (when/where).
 - 4.3.3b Name the characters and their character traits from the story.
 - 4.3.3c Illustrate the effects of the behavior a character has on the events in the story.
 - 4.3.3d Infer the actions of a character based upon their traits, motivations, and feelings.
 - 4.3.6a Identify the theme (big idea, lesson, message) of literature pieces.
Defined in grade 3 in learning target 3.3.4a.
 - 4.3.7a Explain the role of a narrator.
Narrator is defined as the speaker in a story in grade 3 in learning target 3.3.6a.
 - 4.3.7b Identify narrator role in various texts.
-

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

- 4.2.1a Locate headings and subtitles in text.
- 4.2.1b Recognize key vocabulary within text.
- 4.2.1c Identify the organizational structure of informational text.
- 4.2.1d Recognize material as informational text.
- 4.2.1e Identify the main ideas and details of informational text.
- 4.2.1f Interpret pictures and photographs within text.
- 4.2.2a Identify important elements of text when reading.
- 4.2.2c Skim text to locate specific information.
- 4.2.3a Recall story details.
- 4.2.3b Identify important vs. unimportant details.
- 4.2.3c Describe prior knowledge of given topic.
- 4.2.3d Explain how connections including text-to-self, text-to-text, and text-to-world strengthen understanding

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

4.4.10a Review writing for meaning and clarity.

4.4.10b Evaluate writing for meaning and clarity.

4.4.11a Identify editing marks.

(editing checklist needed from IDOE)

4.4.11b Practice using editing marks on sentences.

4.4.11c Proofread own writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.11d Proofread other's writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.12a Identify sentences and paragraphs in text.

4.4.1a Brainstorm ideas for writing.

4.4.1b Find ideas for writing in a variety of places including conversations, books, magazines, newspapers, school textbooks, and the internet.

4.4.1c Keep a list or notebook of writing ideas.

4.4.2a Select a specific idea or focus for a piece of writing.

4.4.2b Select an organizational structure (letter, essay, research paper, etc.) for a piece of writing.

4.4.9a Identify common computer terminology.

(may need a list of what is COMMON).

4.4.9b Demonstrate basic keyboarding skills.

4.4.9c Practice keyboarding from a written draft.

4.5.1a List ideas, observations, or memories of events or experiences.

4.5.1b Describe events or experience with sensory details allowing readers to believe in that event or experience.

4.5.1c Write narratives about ideas, observations, or memories of an event or experience with concrete sensory details.

Link to 4.7.11 speech learning target, giving a narrative presentation

4.5.2a Write responses to literature that demonstrates understanding of a literary work.

4.5.5a List synonyms for small words within a text or story.

4.5.5b Create a list of interesting words. (adjectives, adverbs, etc.)

4.5.5c Explain why a specific word works better in a piece of writing over a different word.

4.5.5d Evaluate different words in pieces of writing to determine their effectiveness.

4.5.5e Write descriptions of common items using interesting words.

4.5.6a Identify purposes for writing including to inform, persuade, and entertain.

4.5.6b List audiences for writing.

4.5.6c Explain the rationale for selecting a specific audience and purpose.

4.5.6d Explain the rationale for selecting a specific purpose when audience is given and vice versa.

4.5.6e Write for different purposes and to a specific audience.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

4.7.11a Make narrative presentations that relate personal experiences or memories and that allow the listener to visualize the event and be relevant to the audience.

4.7.13a Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

(link to 4.5.4)

4.7.15a Connect and relate experiences and ideas to those of a speaker.

4.7.1a List question words (who, what, where, when, why, etc.).

4.7.1b Ask relevant questions related to the topic, story, or presentation.

4.7.1c Respond orally to relevant questions with the necessary information.

4.7.4a Use appropriate volume and intonation when speaking to others.

4.7.4b Give specific, simple, and complete directions.

4.7.6a Brainstorm how to share information based upon the method of presentation. (speech, oral report, commercial etc.)

4.7.6b Determine the best method for sharing information to different audiences and with a variety of topics.

4.7.7a Identify ways a speaker emphasizes points in a presentation. (stated, spoken louder, visual differences, facial expressions, etc.)

4.7.8a Brainstorm when it is suitable to share examples, experiences, or stories.

4.7.9a Brainstorm facial expressions and gestures that speakers use in oral presentations.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

4.1.2d Analyze pictures of synonyms, antonyms, and homographs.

4.1.2f Compose simple sentences using synonyms, antonyms, and homographs.

4.1.3a Identify root (base) words.

4.1.3b Explain the relationship of the prefix/suffix and how it affects the word meaning.

4.1.4a Recognize Greek and Latin word parts and their meanings (common list of Greek and Latin word parts is necessary for Indiana teachers).

4.1.4b Explain the meaning of complex words through the use of word parts (example: tricycle--tri= 3 so a tricycle has 3 wheels).

4.1.6a Choose the correct meaning of a word based upon the text.

4.1.6b Create sentences for words with multiple meanings demonstrating more than one use of the given word.

4.1.7a Define unknown words using context clues.

4.6.1a Write smoothly and legibly in cursive so that it can be read by others.

4.6.2a Identify simple sentences.

Reference to grade 3 learning target 3.6.2a-3.6.2d which define the 4 types of sentences and include using the vocabulary of declarative, interrogative, imperative, and exclamatory sentences.

4.6.2b Define compound sentences as a sentence of two or more coordinate independent clauses, often joined by a conjunction or conjunctions, as The problem was difficult, but I finally found the answer.

4.6.2c Identify compound sentences.

4.6.2d Construct simple sentences correctly.

4.6.2e Construct compound sentences correctly.

4.6.3a Define adverbs as a word that modifies any part of language other than a noun.

4.6.3i Demonstrate correct use of verbs and adjectives.

4.6.3j Demonstrate correct use of adverbs.

4.6.3k Write sentences using adverbs.

4.6.3o Create interesting sentences that describe, explain, or provide additional details and connections.

4.6.4a Identify regular and irregular verbs. (Regular verbs have 3 main parts, present, past, and past participle using -ed ending. Irregular verbs do not follow this pattern.)

Reference to verb definition in grade 3, learning target 3.6.3a.

Reference to verb tense defined in grade 3, learning target 3.6.4a - 3.6.4c.

4.6.4b Identify adverbs.

4.6.4d Write sentences using regular and irregular verbs, and adverbs.

4.6.5a Identify parentheses, commas, quotation marks, and apostrophes.

4.6.5d Use apostrophes to show possession.

4.6.5e Use apostrophes in contractions.

4.6.8a Identify root words, prefixes, and suffixes in words.

4.6.8b Identify words with more than one spelling.

4.6.8c Divide words into syllables to assist with spelling.

4.6.8d Spell roots of words correctly.

4.6.8e Spell common prefixes and suffixes correctly as used in words.

TOPIC: Reading: Foundational Skills

Description
Print Concepts
Phonological Awareness
Phonics and Word Recognition
Fluency

Learning Targets

4.1.1a Read orally with fluency and accuracy determined by the school district.

4.1.1b Read text using the given punctuation..

4.1.1c Read with inflection to enhance the meaning of the text.

4.1.1d Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction texts.

UNIT: Quarter 2 -- 9 Week(s)

Description

The grade 4 curriculum map indicates that the learning targets designated are ongoing within this quarter. This means the learning targets are skills that require continual practice for students, but the specific time frames will vary based upon a variety of factors.

Mastered standards and learning targets in this quarter include:

4.1.5; 4.2.3f; 4.2.8; 4.3.1; 4.4.12; 4.6.5c; 4.7.2; 4.7.16; 4.7.17

Big Ideas

Reading opens your world to new ideas.

There are a variety of ways to communicate with one another.

Essential Questions

- *How does knowing the genre help me as a reader?
- *How does understanding common features of fiction help me better understand a story?
- *How can I write on different topics for different people?
- *How does a speaker communicate effectively?
- *How can I make sure people understand what I mean?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event caused Mr. Smith to change his vacation plans?"

Explain: "Which sentence best explains why Julie was confused?"

Express: "Which statement from the passage best expresses an opinion?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

genre, fantasy, fable, myth, legend, tales, similar, different, main idea, details, plot, setting, characters, theme, compare/contrast, cause/effect, sequence, informational text, paraphrase, prior knowledge, connections, evidence, predictions, proofread, editing checklist, revise, focus, organizational structure, audience, format, edit, draft, revise, publish, summary, fact/opinion, anecdotes, facial expressions, gestures, dictionary, synonyms, thesaurus, multiple meanings, context clues, cursive, adverbs, regular verb, irregular verb, direct quotation, fluency, inflection, vocabulary, response to literature

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

4.3.1a Define the fantasy genre that uses magical and other supernatural phenomena as a primary element of plot, theme, and/or setting.

4.3.1b Classify fantasies, fables, myths, and legends.

Fables, myths, and legends are defined in grade 3 learning target 3.3.2e.

4.3.1c Compare and contrast the various elements of a fantasy, fable, myth, and legend.

4.3.1d Describe the similarities and differences of a fantasy, fable, myth, and legend.

4.3.2a List main ideas and details of a story.

4.3.2b Identify the plot of a story.

4.3.3a Identify the setting (when/where).

4.3.3b Name the characters and their character traits from the story.

4.3.6a Identify the theme (big idea, lesson, message) of literature pieces.

Defined in grade 3 in learning target 3.3.4a.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

4.2.1g Compare and contrast information from text.

4.2.1h Explain causes and effects in informational text.

4.2.1i Explain how the sequence of informational text affects understanding.

4.2.1j Create a variety of graphic organizers that may include main ideas, key vocabulary, cause/effect, compare/contrast, and/or sequence.

4.2.2b Paraphrase important elements of text and write them as notes.

4.2.3c Describe prior knowledge of given topic.

4.2.3d Explain how connections including text-to-self, text-to-text, and text-to-world strengthen understanding

4.2.3e Create responses utilizing prior knowledge and details (evidence) in the text.

4.2.3f Confirm predictions by using prior knowledge, evidence, and ideas presented in the text.

4.2.8a Recognize materials such as science experiments, recipes, etc. as informational text.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

4.4.10a Review writing for meaning and clarity.

4.4.10b Evaluate writing for meaning and clarity.

4.4.10c Revise writing for meaning and clarity.

4.4.11c Proofread own writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.11d Proofread other's writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.12b Explain how moving sentences and paragraphs affect a piece of writing.

4.4.12c Revise writing to improve the focus and progression of ideas.

4.4.1c Keep a list or notebook of writing ideas.

4.4.2a Select a specific idea or focus for a piece of writing.

4.4.2b Select an organizational structure (letter, essay, research paper, etc.) for a piece of writing.

4.4.2e Experiment with focus based upon audience, length, and format for a piece of writing.

4.4.9a Identify common computer terminology.

(may need a list of what is COMMON).

4.4.9d Practice editing using the editing cues of the computer.

4.4.9e Use a computer to draft, revise, and publish writing.

4.5.2a Write responses to literature that demonstrates understanding of a literary work.

4.5.2b Write responses to literature that support statements with evidence from the text.

4.5.4a Identify main ideas of reading selections.

4.5.4b Identify details of reading selections.

4.5.4c Compose summaries that contain main ideas and details of reading selections.

4.5.6c Explain the rationale for selecting a specific audience and purpose.

4.5.6d Explain the rationale for selecting a specific purpose when audience is given and vice versa.

4.5.6e Write for different purposes and to a specific audience.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

4.7.13a Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

(link to 4.5.4)

4.7.16a Identify speaker's opinions and facts in a presentation.

4.7.16b Explain what makes a fact verifiable. (true and can be proven)

4.7.16c Compare speaker's opinions and facts.

4.7.17a Make descriptive presentations that use concrete sensory details.

(link to 4.5.1 and 4.7.11)

4.7.1b Ask relevant questions related to the topic, story, or presentation.

4.7.1c Respond orally to relevant questions with the necessary information.

4.7.2a Identify main ideas and supporting evidence in spoken presentations.

4.7.2b Paraphrase ideas and evidence presented in spoken presentations.

4.7.2c Summarize major ideas and supporting evidence presented in spoken presentations.

4.7.6b Determine the best method for sharing information to different audiences and with a variety of topics.

4.7.6c Given a topic and/or audience, create a presentation using an appropriate logical structure.

4.7.7b Given a topic, present information emphasizing important ideas and concepts.

4.7.8b Within an oral presentation, use appropriate details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

4.7.9b Use appropriate words, facial expressions, and gestures during oral presentations.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

4.1.5a Using knowledge of dictionaries and synonyms, identify related words and ideas.

4.1.5b Define what a thesaurus is and when you would utilize one.

4.1.6a Choose the correct meaning of a word based upon the text.

4.1.6b Create sentences for words with multiple meanings demonstrating more than one use of the given word.

4.1.7a Define unknown words using context clues.

4.6.1a Write smoothly and legibly in cursive so that it can be read by others.

4.6.3k Write sentences using adverbs.

4.6.3o Create interesting sentences that describe, explain, or provide additional details and connections.

4.6.4d Write sentences using regular and irregular verbs, and adverbs.

4.6.5c Use commas in direct quotations.

TOPIC: Reading: Foundational Skills

Description
Print Concepts
Phonological Awareness
Phonics and Word Recognition
Fluency

Learning Targets

4.1.1a Read orally with fluency and accuracy determined by the school district.

4.1.1b Read text using the given punctuation..

4.1.1c Read with inflection to enhance the meaning of the text.

4.1.1d Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction texts.

UNIT: Quarter 3 -- 9 Week(s)

Description

The grade 4 curriculum map indicates that the learning targets designated are ongoing within this quarter. This means the learning targets are skills that require continual practice for students, but the specific time frames will vary based upon a variety of factors.

Mastered standards and learning targets in this quarter include:

4.2.2d; 4.2.5; 4.2.6; 4.2.9; 4.3.4; 4.4.3; 4.4.4; 4.4.5; 4.4.6; 4.4.7; 4.4.8; 4.7.3; 4.7.5; 4.7.12

Big Ideas

Reading helps me to learn about the world and its opportunities.

Technology plays a role in the world today.

What I read and how I write reflects who I am.

Essential Questions

- *How can I learn about the world through reading?
- *How does understanding technology change my writing?
- *How do organizational structures help me be a better communicator?
- *How does what I say reflect who I am?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event caused Mr. Smith to change his vacation plans?"

Explain: "Which sentence best explains why Julie was confused?"

Express: "Which statement from the passage best expresses an opinion?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

main ideas, details, plot, setting, character, cultures, similar, different, folk tales, theme, compare/contrast, cause/effect, sequence, prior knowledge, connections, fact/opinion, proofread, editing checklist, idea, focus, organizational structure, point of view, audience, format, paragraph, informational text, transition words, indent, paragraph, chronological order, topic sentence, introductory paragraph, supporting paragraph, conclusion, essays, sources, cites, technology, direct quotations, reference text, prefaces, appendix, index, table of contents, glossary, almanac, newspaper, periodical, expressions, anecdotes, facial expressions, gestures, idioms, thesaurus, multiple meaning, context clues, conjunction, fluency, inflection

Resources

1.

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

4.3.2a List main ideas and details of a story.

4.3.2b Identify the plot of a story.

4.3.3a Identify the setting (when/where).

4.3.3b Name the characters and their character traits from the story.

4.3.4a Using traits from different cultures, explain similarities and differences of folktales from those cultures.

4.3.4b Compare and contrast a character type from different cultures to analyze character types and their similarities and differences in different cultures. (Little Red Riding Hood vs. Lon Po Po)

4.3.6a Identify the theme (big idea, lesson, message) of literature pieces.

Defined in grade 3 in learning target 3.3.4a.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

4.2.1g Compare and contrast information from text.

4.2.1h Explain causes and effects in informational text.

4.2.1i Explain how the sequence of informational text affects understanding.

4.2.1j Create a variety of graphic organizers that may include main ideas, key vocabulary, cause/effect, compare/contrast, and/or sequence.

4.2.2d Differentiate types of text and explain the strategy best used when reading.

4.2.3c Describe prior knowledge of given topic.

4.2.3d Explain how connections including text-to-self, text-to-text, and text-to-world strengthen understanding

4.2.5a Identify the main idea and details of a text.

4.2.5b Compare details from at least two different texts to determine similarities and differences between the material.

4.2.5c Create a Venn Diagram demonstrating similarities and differences of a topic with various texts.

4.2.6a Identify the cause and effect of a specific event.

4.2.6b List words which signal cause and effect (Ex. because, therefore).

4.2.6c Determine the differences between a fact and an opinion.

4.2.9a Identify main ideas in informational text.

4.2.9b Identify supporting details in informational text.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

4.4.10a Review writing for meaning and clarity.

4.4.10b Evaluate writing for meaning and clarity.

4.4.10c Revise writing for meaning and clarity.

4.4.11c Proofread own writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.11d Proofread other's writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.12c Revise writing to improve the focus and progression of ideas.

4.4.1c Keep a list or notebook of writing ideas.

4.4.2a Select a specific idea or focus for a piece of writing.

4.4.2b Select an organizational structure (letter, essay, research paper, etc.) for a piece of writing.

4.4.2c Identify various points of view in writing pieces.

4.4.2d Select a point of view for a piece of writing.

4.4.2f Experiment with organizational structure based upon audience, length, and format for a piece of writing.

4.4.2g Experiment with point of view based upon audience, length, and format for a piece of writing.

4.4.2h Compose multiple writings with varied organizational structures, points of view, and focus based upon audience, length, and formats.

4.4.3a Identify paragraphs in informational text.

4.4.3b Identify the introduction, supporting paragraphs, and conclusions in informational text.

4.4.3c List transition words in informational text.

4.4.3d Practice indenting paragraphs.

4.4.3e Present important ideas or events in sequence or in chronological order.

4.4.3f Write topic sentences on a variety of topics.

In grade 3, the topic sentence is defined as a sentence that typically states the main idea with learning target 3.4.3a.

4.4.3g Write facts, details, and explanations about a variety of topics.

4.4.3h Write introductory paragraphs with a topic sentence.

4.4.3i Write supporting paragraphs.

4.4.3j Link paragraphs with transitional words.

4.4.3k Write conclusions on a variety of topics.

4.4.3l Compose informational pieces with multiple paragraphs.

4.4.4a Define and identify organizational structures in writing pieces including chronological order, cause/effect, similar/different, and pose/answer questions.

4.4.4b Evaluate writing pieces with different organizational structures on the same topic for the most common and most effective writing piece (show a recipe written in a narrative form vs. step-by-step, discuss why it is better in step-by-step).

4.4.4c Compose questions and written response.

4.4.4d Compose comparison essays.

4.4.4e Compose cause/effect essays.

4.4.4f Compose informational pieces in chronological order.

4.4.5a Paraphrase answers given in class.

4.4.5b Identify information sources.

4.4.5c Cite information sources.

4.4.5d Use technology to assist in citing information sources (such as www.easybib.com).

4.4.5e Use direct quotations to provide answers.

4.4.5f Compose an essay using quotations or paraphrasing with information sources cited appropriately.

4.4.6a Locate information in reference texts.

4.4.6b Define preface as the introductory remarks of a speaker or author.

4.4.6c Define appendix as supplementary material usually attached at the end of a piece of writing.

4.4.6d Identify organizational features of reference texts (including prefaces, appendixes, indexes, table of contents, glossary).

4.4.7a Identify reference materials.

4.4.7b Select age-appropriate online information.

4.4.7c Describe the steps that are necessary to utilize the internet to find online information (search engine, specific topic, site selection, read information, verify validity).

4.4.7d Distinguish among resources that are credible or not credible to the topic.

4.4.8a Name the function of almanacs, newspapers, and periodicals.

4.4.8b Use almanacs, newspapers, and periodicals.

4.4.9a Identify common computer terminology.

(may need a list of what is COMMON).

4.4.9d Practice editing using the editing cues of the computer.

4.4.9e Use a computer to draft, revise, and publish writing.

4.5.2a Write responses to literature that demonstrates understanding of a literary work.

4.5.2b Write responses to literature that support statements with evidence from the text.

4.5.4a Identify main ideas of reading selections.

4.5.4b Identify details of reading selections.

4.5.4c Compose summaries that contain main ideas and details of reading selections.

4.5.6e Write for different purposes and to a specific audience.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

4.7.12a Make informational presentations that focus on one topic, includes facts and details, and incorporates more than one source of information.

(link to 4.4.3)

4.7.13a Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

(link to 4.5.4)

4.7.1b Ask relevant questions related to the topic, story, or presentation.

4.7.1c Respond orally to relevant questions with the necessary information.

4.7.2c Summarize major ideas and supporting evidence presented in spoken presentations.

4.7.3a List common sayings or expressions for the student's region or culture.

4.7.3b Investigate how language usage varies among regions and cultures.

4.7.3c Describe how language usage reflects regions and cultures.

4.7.5a Identify parts of an introduction and conclusion when relating important ideas and details.

4.7.5b Explain ways to grab the listener's attention when speaking to an audience.

4.7.5c Describe ways a speaker concludes a presentation to an audience.

4.7.5d Present effective introductions and conclusions.

4.7.6b Determine the best method for sharing information to different audiences and with a variety of topics.

4.7.6c Given a topic and/or audience, create a presentation using an appropriate logical structure.

4.7.7b Given a topic, present information emphasizing important ideas and concepts.

4.7.8b Within an oral presentation, use appropriate details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

4.7.9b Use appropriate words, facial expressions, and gestures during oral presentations.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

4.1.2a Define common idioms.

4.1.2b Interpret common idioms as used in text or conversation.

4.1.2c Locate common idioms in a variety of literature sources.

4.1.5b Define what a thesaurus is and when you would utilize one.

4.1.6a Choose the correct meaning of a word based upon the text.

4.1.6b Create sentences for words with multiple meanings demonstrating more than one use of the given word.

4.1.7a Define unknown words using context clues.

4.6.1a Write smoothly and legibly in cursive so that it can be read by others.

4.6.3b Define conjunction as a word that joins together sentences and phrases.

4.6.3g Identify conjunctions in sentences and paragraphs.

4.6.3h Analyze the use of conjunctions and determine which conjunction communicates clearly the meaning of a sentence.

4.6.3o Create interesting sentences that describe, explain, or provide additional details and connections.

TOPIC: Reading: Foundational Skills

Description
Print Concepts
Phonological Awareness
Phonics and Word Recognition
Fluency

Learning Targets

4.1.1a Read orally with fluency and accuracy determined by the school district.

4.1.1b Read text using the given punctuation..

4.1.1c Read with inflection to enhance the meaning of the text.

4.1.1d Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction texts.

UNIT: Quarter 4 -- 9 Week(s)

Description

The grade 4 curriculum map indicates that the learning targets designated are ongoing within this quarter. This means the learning targets are skills that require continual practice for students, but the specific time frames will vary based upon a variety of factors.

Mastered standards and learning targets in this quarter include:

4.1.1g; 4.1.6; 4.1.7; 4.2.1j; 4.2.3d; 4.2.4; 4.2.7; 4.3.2; 4.3.3; 4.3.5; 4.3.6; 4.4.2h; 4.4.9; 4.4.10; 4.4.11; 4.5.2; 4.5.3; 4.5.4; 4.5.6; 4.6.3; 4.6.4; 4.6.5b; 4.6.6; 4.6.7; 4.7.1; 4.7.6; 4.7.7; 4.7.8; 4.7.9; 4.7.10; 4.7.13

Big Ideas

Good readers and good writers think critically about their own reading and writing to learn more about their place in the world.

Good learners investigate sources and information in different ways.

Essential Questions

- *How does the style of a story influence my opinion of the story?
- *Why is it important to critically evaluate sources I use?
- *How can I make my writing more complex?
- *How can I evaluate my own reading and writing?
- *How does my writing demonstrate my critical thinking skills?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Describe how the character's idea changed throughout the story. Support your answer with details from the story."

Event: "Which event caused Mr. Smith to change his vacation plans?"

Explain: "Which sentence best explains why Julie was confused?"

Express: "Which statement from the passage best expresses an opinion?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

main idea, details, plot, setting, character, figurative language, simile, metaphor, hyperbole, personification, theme, vocabulary, cause/effect, compare/contrast, sequence, prior knowledge, connections, hypothesis, assumptions, similar, different, multiple step, informational text, proofread, editing checklist, revise, audience, format, technology, cite, draft, revise, edit, publish, research report, sources, classify, summary, fact/opinion, media, anecdotes, facial expressions, gestures, idioms, thesaurus, context clues, cursive, appositive, participial phrases, prepositional phrases, prepositions, parenthesis, document, quotation marks, underscore, italics, fluency, inflection, response to literature

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

4.3.2a List main ideas and details of a story.

4.3.2b Identify the plot of a story.

4.3.3a Identify the setting (when/where).

4.3.3b Name the characters and their character traits from the story.

4.3.5a Locate and define figurative language as a technique in writing in which the author temporarily interrupts the order, construction, or meaning of the writing for a particular effect. This may include similes, metaphors etc. Figurative language is the opposite of literal language, in which every word is truthful, accurate, and free of exaggeration.

4.3.5b Define simile: a comparison that uses like or as

4.3.5c Define metaphor: an implied comparison.

4.3.5d Define hyperbole: an exaggeration for effect.

4.3.5e Define personification: a description that represents a thing as a person.

4.3.6a Identify the theme (big idea, lesson, message) of literature pieces.

Defined in grade 3 in learning target 3.3.4a.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

4.2.1j Create a variety of graphic organizers that may include main ideas, key vocabulary, cause/effect, compare/contrast, and/or sequence.

4.2.3c Describe prior knowledge of given topic.

4.2.3d Explain how connections including text-to-self, text-to-text, and text-to-world strengthen understanding

4.2.4a Define hypothesis.

4.2.4b Infer assumptions (hypotheses) after reading a variety of texts.

4.2.4c Distinguish and evaluate differences between prior knowledge and new acquired information.

4.2.5a Identify the main idea and details of a text.

4.2.5b Compare details from at least two different texts to determine similarities and differences between the material.

4.2.5c Create a Venn Diagram demonstrating similarities and differences of a topic with various texts.

4.2.7a Follow multiple-step instructions in a basic technical manual.

4.2.9a Identify main ideas in informational text.

4.2.9b Identify supporting details in informational text.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

4.4.10a Review writing for meaning and clarity.

4.4.10b Evaluate writing for meaning and clarity.

4.4.10c Revise writing for meaning and clarity.

4.4.11c Proofread own writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.11d Proofread other's writing using an editing checklist or set of rules with specific examples of corrections of frequent errors.

4.4.12c Revise writing to improve the focus and progression of ideas.

4.4.1c Keep a list or notebook of writing ideas.

4.4.2g Experiment with point of view based upon audience, length, and format for a piece of writing.

4.4.2h Compose multiple writings with varied organizational structures, points of view, and focus based upon audience, length, and formats.

4.4.5d Use technology to assist in citing information sources (such as www.easybib.com).

4.4.9a Identify common computer terminology.

(may need a list of what is COMMON).

4.4.9d Practice editing using the editing cues of the computer.

4.4.9e Use a computer to draft, revise, and publish writing.

4.5.2a Write responses to literature that demonstrates understanding of a literary work.

4.5.2b Write responses to literature that support statements with evidence from the text.

4.5.3a Identify the process in developing a research report. (define the topic, gather information, determine credibility, report findings)

4.5.3b Select information from a variety of sources.

4.5.3c Organize information by classifying them into categories.

4.5.3d Summarize information gathered from information sources.

4.5.3e Write a research report on a given topic.

Reference to 4.4.3 for writing process of multiple paragraph informational report.

4.5.4a Identify main ideas of reading selections.

4.5.4b Identify details of reading selections.

4.5.4c Compose summaries that contain main ideas and details of reading selections.

4.5.6e Write for different purposes and to a specific audience.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

4.7.10a Brainstorm types of media that share information with the public.

4.7.10b Identify facts and opinions shared in the media.

4.7.10c Explain the role of the media in today's society.

4.7.10d Describe the changing roles of media as it evolves.

4.7.10e Compare issues by looking at various media sources.

4.7.10f Explore how opinions can be formed based on media choice.

4.7.10g Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.

4.7.12a Make informational presentations that focus on one topic, includes facts and details, and incorporates more than one source of information.

(link to 4.4.3)

4.7.13a Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

(link to 4.5.4)

4.7.1b Ask relevant questions related to the topic, story, or presentation.

4.7.1c Respond orally to relevant questions with the necessary information.

4.7.6b Determine the best method for sharing information to different audiences and with a variety of topics.

4.7.6c Given a topic and/or audience, create a presentation using an appropriate logical structure.

4.7.7b Given a topic, present information emphasizing important ideas and concepts.

4.7.8b Within an oral presentation, use appropriate details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

4.7.9b Use appropriate words, facial expressions, and gestures during oral presentations.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

4.1.2e Analyze pictures of idioms.

4.1.2g Compose simple sentences using common idioms.

4.1.5b Define what a thesaurus is and when you would utilize one.

4.1.6a Choose the correct meaning of a word based upon the text.

4.1.7a Define unknown words using context clues.

4.6.1a Write smoothly and legibly in cursive so that it can be read by others.

4.6.3c Define appositives as noun phrases that function as adjectives. (We played the Cougars, the team from Newport.)

4.6.3d Define participial phrases as a verb phrase that functions as an adjective. (The man walking down the street saw the delivery truck.

4.6.3e Define preposition as a word that links nouns, pronouns and phrases to other words in a sentence. (in, across, over)

4.6.3f Define prepositional phrase as a phrases made up of a preposition, its object, and any associated adjective or adverb. (in the field, across the room, over the fence)

4.6.3l Write sentences using appositives.

4.6.3m Write sentences using prepositions.

4.6.3n Write sentences using participial phrases.

4.6.3o Create interesting sentences that describe, explain, or provide additional details and connections.

4.6.4c Identify prepositions.

4.6.4e Write sentences using prepositions.

4.6.5b Use parentheses to explain something that is not considered of primary importance to the sentence.

4.6.6a Name the title of documents.

4.6.6b Identify quotation marks, underscore, and italics.

4.6.6c Memorize the rules of use when using the underline, quotation marks, and italics as related to handwritten and computer written material.

4.6.7a Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

TOPIC: Reading: Foundational Skills

Description

Print Concepts

Phonological Awareness

Phonics and Word Recognition

Fluency

Learning Targets

4.1.1a Read orally with fluency and accuracy determined by the school district.

4.1.1b Read text using the given punctuation..

4.1.1c Read with inflection to enhance the meaning of the text.

4.1.1d Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction texts.

Course Overview

Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They understand decimals to two decimal places and how whole number and decimals relate to simple fractions. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers, as well as solve simple fraction and decimal problems. They use and interpret variables, mathematical symbols, and properties to write and simplify numerical expressions and sentences. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry. Students understand perimeter and area, as well as measuring volume, capacity, time, and money. They represent data on a number line and in frequency tables, interpret data graphs to answer questions, and show outcomes for simple probability situations. Students choose, combine, and apply effective strategies for solving problems in reasonable ways and justifying their reasoning. They determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

The Process Standards should be addressed throughout the course. Students build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving.

Students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof.

Students organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers and others; analyze and evaluate the mathematical thinking and strategies of others; and use the language of mathematics to express mathematical ideas precisely.

Students regularly create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.

Students continually make connections. They should recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics.

Technology is used as an essential tool in mathematics education to support and extend the mathematics curriculum. Technology can contribute to concept development, simulation, representation, communication, and problem solving. The challenge is to ensure that technology supports—but is not a substitute for—the development of skills with basic operations, quantitative reasoning and problem-solving skills. Elementary students must learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator. The focus must be on learning mathematics, using technology as a tool, rather than as an end in itself.

Letter of Introduction:

Dear Indiana Mathematics Education Colleague:

July 12-16, 2010, approximately 30 Indiana mathematics education professionals met in Indianapolis to participate in the development of the IDOE Curriculum Maps for Mathematics grades K through 8 and Algebra 1, Algebra 2 and Geometry. The goal of this work was to “unpack” the 2000 Indiana Academic Standards for Mathematics to provide more clarity about what students need to learn in order to achieve “mastery” of a particular Standard Indicator. Each Indicator in the 2000 Standards was unpacked into smaller “Learning Targets,” when appropriate. These Learning Targets are numbered according to the related Indicator with a lowercase letter representing a suggested sequence of content within that Indicator. For example, a Standard Indicator like 8.3.3 was broken down into 8.3.3a and 8.3.3b. The Learning Targets were then organized into 9-week (quarterly) Instructional Units with Big Ideas, Essential Questions and Vocabulary for each Unit.

For 2010-11, teachers will use these Maps, based on the 2000 Math Standards. On August 3, 2010, the Common Core State Standards were formally adopted as Indiana's Academic Standards for Mathematics. During the coming school year, we will integrate additional Learning Targets from the Common Core State Standards to create revised Maps to be used during the 2011-12 school year. (You can find The Common Core State Standards at www.corestandards.org to see what will be shaping our curriculum maps.)

Because the 2000 Standard Indicators were unpacked into smaller Learning Targets, the number of Targets may seem overwhelming. However, we believe the unpacking of the indicators provides these advantages:

- A more complete understanding of the meaning of the indicator can be derived.
- A student's learning can be described and communicated more clearly between all those with an interest in the student's learning (including the student).
- Feedback provided to students on their learning progress can be more specific.
- More specificity about which aspects of an indicator should be included at various points throughout the year can be provided.

While the increased number of Learning Targets has the above advantages, we caution against these pitfalls:

- Focusing only on the individual targets rather than the big ideas.
- Teaching only a small set of targets at a time rather than using the progression as a tool for differentiating instruction.
- Monitoring every student on each target rather than using the progression as a resource for formative assessment.

This Curriculum Map represents the best thinking of some of your colleagues. We fully expect that this resource will be adapted to meet the needs of individual classrooms and hope that it will be a useful scaffold upon which teachers can build their classroom curriculum.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Number and Operations in Base Ten 2. Measurement and Data 3. Mathematical Practices
9 Week(s)	Quarter 2	1. Number and Operations- Fractions 2. Number and Operations in Base Ten 3. Measurement and Data 4. Geometry 5. Mathematical Practices
9 Week(s)	Quarter 3	1. Geometry 2. Measurement and Data 3. Mathematical Practices
9 Week(s)	Quarter 4	1. Operations and Algebraic Thinking 2. Measurement and Data 3. Mathematical Practices

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

Main Topics: Place Value, Standard Algorithms for addition and subtraction, Concepts of Multiplication and Division, Multiplication Facts, Decimals, Money

Additional Topics: Problem Solving, Fact Families (addition/subtraction/multiplication/division)

Learning Targets Mastered: 4.1.1a-d, 4.1.2a-b, 4.1.3a-c, 4.1.4a-d, 4.1.9a-b, 4.2.1a-f, 4.2.2a-c, 4.2.3a-b, 4.2.4a-c, 4.2.7a-e, 4.2.9a-b, 4.2.10a, 4.2.11a, 4.2.12a-b, 4.3.5a, 4.3.6a-c, 4.3.8a-b, 4.5.3a-e, 4.5.10a

Big Ideas

1. Numbers are able to represent quantity, position, location, and relationships, and symbols may be used to express these relationships.
2. The four basic arithmetic operations are interrelated, and the properties of each may be used to understand the others.
3. The place value system can be used for comparing, ordering, and rounding.
4. Although standard algorithms exist for most mathematical computations, a variety of methods can be used for solving the same problem.

Essential Questions

1. How can numbers be expressed, ordered, and compared?
2. How are the four operations related?
3. What symbols can I use to compare numbers?
4. How can my understanding of place value explain the standard algorithms for addition and subtraction?
5. Why is it important to have quick recall of my multiplication and division?
6. How can place value understanding help us with comparing, ordering, and rounding?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New Vocabulary:

standard algorithm, formula, array, area model, identity property, zero property, inverse

Familiar Vocabulary:

commutative property, associative property, rounding, product, quotient, factor, multiple, divisor, dividend, expanded form, standard form, greater than (>), less than (<), equal to (=)

Resources

Curriculum Frameworks Standard 1 and Standard 2 activities and assessments attached.

TOPIC: Number and Operations in Base Ten

Description

Learning Targets

- 4.1.1a Read (orally) whole numbers up to 1,000,000.
- 4.1.1b Write whole numbers up to 1,000,000 in standard form.
- 4.1.1c Write whole numbers up to 1,000,000 in word form.
- 4.1.1d Write whole numbers up to 1,000,000 in expanded form.
- 4.1.2a Write whole numbers up to 1,000,000, given a place value model.
- 4.1.2b Represent numbers with base ten blocks and place-value charts.
- 4.1.3a Round whole numbers up to 10,000 to the nearest thousand.
- 4.1.4a Compare whole numbers up to 100,000, using $>$, $<$, $=$.
- 4.1.4b Order whole numbers from least to greatest up to 100,000 on a number line.
- 4.1.4c Order whole numbers up to 100,000 from greatest to least on a number line.
- 4.1.4d Order a series of whole numbers up to 100,000 from both greatest to least and least to greatest.
- 4.1.9a Round two-place decimals to tenths
- 4.1.9b Round two-place decimals to the nearest whole number.
- 4.2.10a Add and subtract decimals fluently using a standard algorithm (to hundredths).
- 4.2.11a/4.7.7a Identify and apply strategies used to estimate results of any whole-number computation.
- 4.2.12a Calculate by using addition any multi-digit whole numbers rounded to hundreds or thousands using mental math.
- 4.2.12b Use mental mathematics to subtract numbers rounded to hundreds or thousands.
- 4.2.1a Define standard algorithm.
- 4.2.1b Calculate by using addition a group of (more than 2) multi-digit whole numbers, without regrouping, using the standard algorithm.
- 4.2.1c Add any multi-digit whole numbers, with regrouping, using properties of the number system.
- 4.2.1d Subtract any multi-digit whole numbers, without regrouping, using properties of the number system.
- 4.2.1e Subtract any multi-digit whole numbers, with regrouping, using properties of the number system.
- Students should be able to solve multi-step addition and subtraction in word problems.
- 4.2.1f Select and describe an appropriate method for addition and subtraction for any group of whole numbers. Justify your answer.
- 4.2.2a Represent as multiplication any situation involving repeated addition.
- 4.2.2b Write a number sentence, using multiplication, for a numerical representation of repeated addition.
- 4.2.2c Represent the concept of multiplication of whole numbers using arrays.
- 4.2.3a Represent division as sharing of objects or number of groups of shared objects
- 4.2.3b Write a number sentence, using division, for a pictorial representation of sharing of objects.
- 4.2.4a Recite and write multiplication facts for numbers between 1 and 10.
- 4.2.4b Recite and write division facts that have whole number quotients between 1 and 10.
- 4.2.4c Demonstrate mastery of multiplication facts 1 through 10 and corresponding division facts.
- 4.2.7a Explain why a number cannot be divided by 0.
- 4.2.7b Apply the identity property of multiplication in both multiplication and division.
- 4.2.7c Apply the zero property of multiplication in both multiplication and division.
- 4.2.7d Solve multiplication problems involving the identity and zero properties.
- 4.2.7e Solve division problems involving the identity and zero properties.
- 4.2.9a /4.5.10a Add decimals (to hundredths), using objects or pictures.
- 4.2.9b/4.5.10a Subtract decimals (to hundredths), using objects and pictures.
- 4.3.6a Identify and apply the relationships between addition and multiplication.
- 4.3.6b Identify and apply the relationships between subtraction and division.

4.3.6c Identify and apply the inverse relationship between multiplication and division to solve problems.

4.3.8a Plot whole numbers on a number line up to 100.

4.3.8b Plot whole numbers on a number line, up to 10,000

The State expectation for this grade is to plot and label numbers on a number line up to 100. However, teachers are encouraged to extend knowledge of plotting numbers up to 10,000 to relate a better understanding of rounding and comparing numbers.

Example, plotting numbers up to 10,000 on a number line divided into 100's and not necessarily starting at zero.

TOPIC: Measurement and Data

Learning Targets

4.5.10a Calculate the amount of change from a purchase.

4.5.3a Derive the formula for perimeter of a square by modeling multiplication as repeated addition.

Students will not be assessed on the term "derive" but will be asked to perform the skill.

4.5.3b Calculate the perimeter of rectangles and squares by adding all sides.

4.5.3c Calculate the perimeter of rectangles and squares, using standard formulas.

4.5.3d Select appropriate units of measurement for finding perimeter (in, ft, yd, cm, m).

4.5.3e Memorize and calculate formula for perimeter of rectangles and squares.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

4.7.10a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

4.7.1a Analyze problems by identifying relationships.

4.7.1b Analyze problems by telling relevant from irrelevant information

4.7.1c Analyze problems by sequencing and prioritizing information.

4.7.1d Analyze problems by observing patterns.

4.7.2a Decide when and how to break a problem into simpler parts.

4.7.3a Apply strategies and results from simpler problems to solve more complex problems.

4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods, such as, words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.

4.7.5a Express solutions clearly and logically by using appropriate mathematical terms and notation.

4.7.5b Provide verbal and/or symbolic evidence to support solutions.

4.7.6a Name the relative advantages of exact and approximate solutions to problems.

4.7.6b Give answers to a specified or appropriate degree of accuracy.

4.7.7a Estimate and apply appropriate methods for estimating results of whole-number computations.

4.7.8a Make precise calculations and check the validity of the results in the context of the problem.

4.7.9a Explain whether a solution is reasonable in the context of the original situation.

UNIT: Quarter 2 -- 9 Week(s)

Description

Main Topics: Fractions, Decimals, Perimeter/Area, Rays, Angles, Lines

Additional Topics: Problem Solving, Fact Families (addition/subtraction/multiplication/division)

Learning Targets Mastered: 4.1.5a, 4.1.6a-b, 4.1.7a-b, 4.1.8a-c, 4.2.5a, 4.2.6a-b, 4.2.8a-c, 4.3.2a-b, 4.3.7a, 4.4.1a-e, 4.4.2a-c, 4.5.3a-e, 4.5.4a-c, 4.5.5a-b, 4.5.6a-c, 4.5.7a-b

Big Ideas

1. Decimals and fractions can express relationships between two numbers.

Essential Questions

1. How can fractions be modeled and compared?
2. What strategies can I use to compute with fractions and decimals?
3. Why is it important to learn the formula for area and perimeter?
4. How can my understanding of multiplication explain why the area formula works?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane.

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New Vocabulary: improper fraction, halves, fourths, mixed number, hundredths, variables, inverse, formula, square units

Familiar vocabulary: tenths, algorithm, expression, equation, plot, decimals, properties, equivalent, numerator, denominator

Resources

Curriculum Frameworks Standard 2 and Standard 3 activities and assessments attached.

TOPIC: Number and Operations- Fractions

Learning Targets

- 4.1.5a Name and write whole numbers as fractions.
- 4.1.6a Define and explain mixed numbers as whole numbers and a fraction.
- 4.1.6b Name and write mixed numbers, using objects or pictures.
- 4.1.7a Describe an improper fraction as larger than a whole number.
- 4.1.7b Write an improper fraction when given pictures or objects.
- 4.1.8a Write tenths in decimal and fraction notations.
- 4.1.8b Write hundredths in decimal and fraction notations.
- 4.1.8c Name and write the fraction and decimal equivalents for halves and fourths.
- 4.2.8a Explain the need for a common denominator when adding and subtracting fractions.
- 4.2.8b Add simple fractions with different denominators, using objects or pictures.
- 4.2.8c Subtract simple fractions with different denominators, using objects or pictures.

TOPIC: Number and Operations in Base Ten

Learning Targets

4.2.5a Multiply numbers up to 100 by numbers up to 10 using a standard algorithm, using relevant properties of the number system.

Example of relevant properties of the number system: 34×5 can be solved by adding $30 \times 5 + 4 \times 5$

4.2.6a Demonstrate and explain the steps (standard algorithm) used to divide numbers up to 100 by numbers up to 10 without remainders.

Examples: $69 \div 3$, $65 \div 5$, $87 \div 3$

4.2.6b Solve division problems up to 100 by numbers up to 10 without remainders.

TOPIC: Measurement and Data

Learning Targets

4.3.2a Explain a formula, including an explanation of the relationship between quantities.

Example: Write the formula for the area of a rectangle in words. Now let l stand for length, w for the width, and A for the Area. Write the formula using these symbols.

4.3.2b Write formulas substituting letters or symbols for words.

4.3.7a Write number sentences involving multiplication and division to solve word problems.

4.5.3a Derive the formula for perimeter of a square by modeling multiplication as repeated addition.

Students will not be assessed on the term "derive" but will be asked to perform the skill.

4.5.3b Calculate the perimeter of rectangles and squares by adding all sides.

4.5.3c Calculate the perimeter of rectangles and squares, using standard formulas.

4.5.3d Select appropriate units of measurement for finding perimeter (in, ft, yd, cm, m).

4.5.3e Memorize and calculate formula for perimeter of rectangles and squares.

4.5.4a Calculate the area of rectangles and squares, using standard formulas.

Students should calculate the formula in multi-step problems.

Example: Given three rectangles calculate the area for the three rectangles then find the total area.

4.5.4b Select appropriate units for measurement of area (sq. in., sq. ft., sq. yd., sq. cm., sq. m.).

4.5.4c Memorize and calculate area formula for rectangles and squares.

4.5.5a Estimate the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square inch (in^2), or square yard (yd^2).

4.5.5b Calculate the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square inch (in^2), or square yard (yd^2).

4.5.6a Demonstrate and explain why rectangles with the same area can have different perimeters.

4.5.6b Recognize and show that rectangles with the same perimeter can have different areas.

4.5.6c Explain why rectangles with the same perimeters can have different areas.

4.5.7a Subdivide shapes into basic shapes.

4.5.7b Calculate area of subdivided shapes, such as rectangles, to find the area of the complete shape.

TOPIC: Geometry

Learning Targets

4.4.1a Identify, describe, and draw rays, using appropriate mathematical tools and technology.

4.4.1b Identify, describe, and draw right angles using appropriate mathematical tools and technology.

4.4.1c Identify, describe, and draw obtuse angles using appropriate mathematical tools and technology.

4.4.1d Identify, describe, and draw straight angles using appropriate mathematical tools and technology.

4.4.1e Identify, describe, and draw acute angles using appropriate mathematical tools and technology.

4.4.2a Identify, describe and draw parallel lines using appropriate mathematical tools and technology.

4.4.2b Identify, describe and draw perpendicular lines using appropriate mathematical tools and technology.

4.4.2c Identify, describe, and draw oblique lines using appropriate mathematical tools and technology.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

4.7.10a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

4.7.1a Analyze problems by identifying relationships.

4.7.1b Analyze problems by telling relevant from irrelevant information

4.7.1c Analyze problems by sequencing and prioritizing information.

4.7.1d Analyze problems by observing patterns.

4.7.2a Decide when and how to break a problem into simpler parts.

4.7.3a Apply strategies and results from simpler problems to solve more complex problems.

4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods, such as, words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.

4.7.5a Express solutions clearly and logically by using appropriate mathematical terms and notation.

4.7.5b Provide verbal and/or symbolic evidence to support solutions.

4.7.6a Name the relative advantages of exact and approximate solutions to problems.

4.7.6b Give answers to a specified or appropriate degree of accuracy.

4.7.7a Know and use appropriate methods for estimating results of whole-number computations.

4.7.7b Identify appropriate methods for estimating results of whole-number computations.

Extend knowledge of rounding and estimating during whole number computations.

4.7.8a Make precise calculations and check the validity of the results in the context of the problem.

4.7.9a Explain whether a solution is reasonable in the context of the original situation.

UNIT: Quarter 3 -- 9 Week(s)

Description

Indicators from previous units should be incorporated into Unit 3, to ensure that students continue to build mastery of previous topics. Students with basic understanding of Unit 1 and 2 indicators should be provided opportunities to demonstrate mastery of these indicators. Students should be given time to master all indicators in Unit 1, 2 and 3 prior to the administration of the ISTEP+ Applied Skills.

Main Topics: Quadrilaterals, Congruency, Symmetry, Length, 3-dimensional construction, Volume, Capacity, Time

Additional Topics: Problem Solving, Fact Families (addition/subtraction/multiplication/division)

Learning Targets Mastered: 4.4.3a-c, 4.4.4a-b, 4.4.5a, 4.4.6a-c, 4.5.1a-c, 4.5.2a-c, 4.5.8a-b, 4.5.9a-c

Big Ideas

1. Geometric objects can be described, classified, compared, and analyzed by their attributes.
2. Numbers are able to represent quantity, position, location, and relationships; symbols can be used to express these relationships.
3. Geometric shapes can be measured with specialized tools for a variety of purposes.

Essential Questions

1. How are geometric attributes (properties) used to solve problems in everyday life?
2. How are geometric shapes constructed?
3. What determines that type of measurement tool and how are they used?
4. What is the purpose of standard units of measurement?
5. How can I construct a three-dimensional object from a 2 dimensional object?
6. How can solid figures be described?
7. How do I determine when to measure with volume or capacity?
8. When do I need to give precise time or approximate time?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane.

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New vocabulary:

acute, obtuse, straight angle, ray, edges, vertices, attribute, rhombus, trapezoid, parallelogram, area, square units (square centimeter, square meter, square inch, and square yard), frequency table, line plot

Familiar vocabulary:

right angle, faces, congruent, symmetry, quadrilateral, perimeter, polygon, perimeter, data, probability, tally,

Resources

Curriculum Frameworks Standard 4 activities and assessments are attached.

TOPIC: Geometry

Learning Targets

4.4.3a Identify, describe, and draw parallelograms, using appropriate mathematical tools and technology.

4.4.3b Identify, describe, and draw rhombuses using appropriate mathematical tools and technology.

4.4.3c Identify, describe, and draw trapezoids using appropriate mathematical tools and technology.

4.4.4a Identify congruent quadrilaterals by using attributes, such as sides, angles, parallels and perpendiculars.

4.4.4b Classify and explain congruent quadrilaterals by using attributes (properties), such as sides, angles, parallels and perpendiculars.

4.4.5a Identify and draw lines of symmetry in polygons.

4.4.6a Describe (orally or written) the attributes (faces, edges, and vertices) of cubes.

4.4.6b Describe (orally and written) the attributes (faces, edges, and vertices) of prisms

4.4.6c Construct cubes and prisms.

TOPIC: Measurement and Data

Resources

Curriculum Frameworks Standard 4 activities and assessments are attached.

Learning Targets

4.5.1a Measure length to the nearest quarter-inch.

4.5.1b Measure length to the nearest eighth-inch.

4.5.1c Measure length to the nearest millimeter.

4.5.2a Convert units of length that may require renaming of feet to inches.

4.5.2b Convert units of length that may require renaming of meters to centimeters.

4.5.2c Solve subtraction problems involving converting units of length.

4.5.8a Compare the difference between volume and capacity.

4.5.8b Identify and measure volume and capacity as different ways of measuring the space inside a shape.

Memorizing the formula for volume will not be assessed; only the ability to calculate volume with manipulatives will be assessed.

4.5.9a Add time intervals involving hours and minutes.

4.5.9b Convert minutes to hours when solving problems involving time intervals.

4.5.9c Convert minutes to hours when calculating problems that involve time intervals.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

4.7.1a Analyze problems by identifying relationships.

4.7.1b Analyze problems by telling relevant from irrelevant information

4.7.1c Analyze problems by sequencing and prioritizing information.

4.7.10a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

4.7.1d Analyze problems by observing patterns.

4.7.2a Decide when and how to break a problem into simpler parts.

4.7.3a Apply strategies and results from simpler problems to solve more complex problems.

4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods, such as, words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.

4.7.5a Express solutions clearly and logically by using appropriate mathematical terms and notation.

4.7.5b Provide verbal and/or symbolic evidence to support solutions.

4.7.6a Recognize the relative advantages of exact and approximate solutions to problems.

4.7.6b Give answers to a specified or appropriate degree of accuracy.

4.7.7b Identify appropriate methods for estimating results of whole-number computations.

Extend knowledge of rounding and estimating during whole number computations.

4.7.8a Make precise calculations and check the validity of the results in the context of the problem.

4.7.9a Explain whether a solution is reasonable in the context of the original situation.

UNIT: Quarter 4 -- 9 Week(s)

Description

Indicators from previous units should be incorporated into Unit 4, to ensure that students continue to build mastery of previous topics. Students with basic understanding of Unit 1, 2, and 3 indicators should be provided opportunities to demonstrate mastery of these indicators. Students should be given ample time to master all indicators prior to the administration of the ISTEP+.

Main Topics: Variables, Functions, Number Patterns, Order of Operations, Data Analysis, Probability

MATHEMATICS GRADE 4

Grade 4, Duration 1 Year

Learning Targets Mastered: 4.3.1a-d, 4.3.3a-c, 4.3.4a-b, 4.3.5a, 4.6.1a-c, 4.6.2a-b, 4.6.3a-d, 4.7.1a-d, 4.7.2a, 4.7.3a, 4.7.4a, 4.7.5a-b, 4.7.6a-b, 4.7.7a-b, 4.7.8a, 4.7.9a, 4.7.10a

Big Ideas

1. Data sets can be organized and represented in specific ways.

Essential Questions

1. How are predictions made based on the outcomes of a probability experiment?
2. What type of questions can and can not be answered from graphic representation of data?
3. How does the type of data influence the type of graphic representation?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New vocabulary: time interval, three-dimensional

Familiar vocabulary: cube, sphere, volume, capacity, solid objects, prisms, parallel, congruent, attributes

TOPIC: Operations and Algebraic Thinking

Learning Targets

4.3.1a Define the term variable as a concept for representing an unknown number.

4.3.1b Identify an unknown number in an equation or expression as a variable using letters, boxes, or other symbols.

4.3.1c Represent an unknown number in an equation or expression as a variable using letters, boxes, or other symbols.

4.3.1d Solve unknown variable when given a simple expression, equations, or inequalities.

Example: In the expression $3x + 5$, what does x represent?

4.3.3a Recognize that multiplication and division are performed before addition and subtraction in expressions without parentheses.

Students in the 3rd grade are introduced to the concept of Commutative and Associative properties of multiplication (3.3.4).

Students in the 5th Grade are introduced to the concept of the Distributive property (5.3.3)

4.3.3b Write expressions without parentheses including multiplication, division, addition, and subtraction.

4.3.3c Solve expressions without parentheses that include multiplication, division, addition, and subtraction.

Example: You go to a store with 90¢ and buy 3 pencils that cost 20¢ each. Write an expression for the amount of money you have left and find its value.

4.3.4a Identify a rule for finding a second number when a first number is given.

4.3.4b Solve equations to find a second number when the first number is given.

Example: Use the formula $y = 3x + 5$ to find the value of y when $x = 6$.

4.3.5a Complete number patterns using multiplication and division.

TOPIC: Measurement and Data

Learning Targets

4.6.1a Plot data on a number line.

4.6.1b Display data in a table.

4.6.1c Represent data on a line plot.

4.6.2a Interpret data graphs (line plots, frequency tables) to answer questions about a situation using the words "most," "few," and "none."

Mean, median, mode, and range are skills that will be taught in 5th grade.

4.6.2b Analyze and describe data patterns using the words "most," "few," and "none" on a line plot.

4.6.3a Define probability.

Probability is introduced for the first time in fourth grade.

4.6.3b Display results of a probability experiment.

4.6.3c Summarize data results of probability experiments.

4.6.3d Produce graphs from data collected to display results.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

4.7.1a Analyze problems by identifying relationships.

4.7.1b Analyze problems by telling relevant from irrelevant information

4.7.1c Analyze problems by sequencing and prioritizing information.

4.7.1d Analyze problems by observing patterns.

4.7.2a Decide when and how to break a problem into simpler parts.

4.7.3a Apply strategies and results from simpler problems to solve more complex problems.

4.7.4a Solve problems, justify arguments, and make conjectures by using a variety of methods, such as, words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models.

4.7.5a Express solutions clearly and logically by using appropriate mathematical terms and notation.

4.7.5b Provide verbal and/or symbolic evidence to support solutions.

4.7.6a Name the relative advantages of exact and approximate solutions to problems.

4.7.6b Give answers to a specified or appropriate degree of accuracy.

4.7.7a Know and use appropriate methods for estimating results of whole-number computations.

4.7.7b Identify appropriate methods for estimating results of whole-number computations.

Extend knowledge of rounding and estimating during whole number computations.

4.7.8a Make precise calculations and check the validity of the results in the context of the problem.

4.7.9a Explain whether a solution is reasonable in the context of the original situation.

4.7.10a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Course Overview

Reading and Literature, Grade 5, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in interest- and age-appropriate content. Students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases. They increase their use of complex reading comprehension strategies. They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry, and plays, and nonfiction selections, such as subject-area books, biographies or autobiographies, children's magazines or periodicals, various reference and technical materials, and online information. Students self-select books and read independently for enjoyment.

Language Arts, Grade 5, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students increase their vocabularies, including those that convey ideas and images, for reading and writing. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read. They participate in classroom or group language arts experiences. They use a writing process for doing their compositions. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write, and they use the conventions of Standard English in their written communications. Students listen to stories read aloud to them and write independently for enjoyment.

The educational professionals and practitioners who created these curriculum maps respect that best practices in English/Language Arts instruction predicate that:

- Skills and content be revisited and developed throughout an academic year,
- Good literature, effective writing, and effective speaking are companion concepts,
- Language usage, conventions and grammar are more effective when taught as companions to the study and practice of effective composition skills.

However, the logistics of assessing skills and content on a quarterly basis predicates that the content which is assessed be narrowed. (i.e. Students cannot be expected to master all content in one quarter, nor can all content possibly be assessed in one quarterly assessment.)

Therefore, primary topics and learning targets have been identified on the curriculum map for each quarter. Primary topics and learning targets comprise the skills and content to be evaluated on the quarterly assessment.

Secondary topics are included in the map for each quarter for the goals of:

- Introduction: adding to a student's knowledge base and skill tool kit throughout the academic year.
- Development: building a student's skills and content knowledge throughout the academic year.
- Enhancement: companion skills and content that improve and apply a student's understanding and mastery of primary skills and content for that quarter.

Therefore, all topics and learning targets are eligible for evaluation on the following quarter and the summative end-of-course/year assessment.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Reading Literature 2. Reading: Foundational Skills 3. Writing 4. Language 5. Speaking and Listening
9 Week(s)	Quarter 2	1. Reading Literature 2. Reading Informational Text 3. Reading: Foundational Skills 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 3	1. Reading Literature 2. Reading Informational Text 3. Reading: Foundational Skills 4. Writing 5. Language 6. Speaking and Listening
9 Week(s)	Quarter 4	1. Reading Literature 2. Reading Informational Text 3. Reading: Foundational Skills 4. Writing 5. Language 6. Speaking and Listening

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

Indicators mastered in Quarter 1: 5.1.3, 5.3.3, 5.4.1, 5.5.2, 5.6.4, 5.6.6, 5.6.7

Learning targets mastered in Quarter 1: 5.1.1 a-c, e-f, 5.1.2a-b, 5.3.8a, 5.4.10a, 5.4.6a-b, 5.4.9a, 5.4.11a, 5.5.1a-b, 5.6.2a

Big Ideas

1. Good writers communicate effectively.
2. Characters and their actions help readers form opinions about the world.
3. Readers use prior knowledge to make meaningful connections to the text.
4. Readers gain knowledge about how choices affect outcomes in their lives by observing characters in text.
5. Good readers reflect on what they have read.

Essential Questions

1. How does interacting with text help us form opinions and impressions about the people and events around us?
2. How do the conclusions we make from text help us make decisions in life?
3. How do we engage our audience using clear writing and speaking strategies?
4. What does it mean to be an active reader?

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5. How does reflecting on what we have read orally and in writing help us?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Which best describes how Bob's feelings toward his brother changed throughout the story?"

Explain: "Which best explains how this article is organized?"

Express: "Which statement from the passage best expresses an opinion?"

Event: "Which event kept Sam from winning the race?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Represent: "What idea does the storm represent?"

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Suggest: "In the passage/article, the author suggests..."

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the passage/story/article."

Theme: "What is the theme of the story?"

context clues, root/base, complex, narrative, word origin, homograph, simile, metaphor, prior knowledge, fiction, non-fiction, conflict, plot, motives, imagery, symbolism, literary technique, proofread, edit, clarify, descriptive, point of view, word choice, author's purpose, audience, tone, style, summary, simple sentence, compound sentence, pronoun, colon, semi-colon, oral, phrasing, timing, gestures, fluency, inflection, accuracy, evidence, infer, navigation, password, login, pull-down menu, thesaurus, vivid, logical, evaluate, identify, interpret, compare, contrast, determine, defend, clues, summarize, interaction, characteristics, compose, distinguish, analyze, protagonist, genre, suspense, implied, deconstruct, repetitive

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

5.1.2 a. Describe the meaning of a word or phrase using details from a text. Ex. After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase Herculean task.

5.1.2 b. Deconstruct words into logical word parts when possible.

5.1.2 c. Interpret the meaning of the root or base word if one can be identified.

5.1.2 d. Identify and define any prefixes and suffixes in the unknown word.

5.1.2 e. Recognize and identify that words or parts of words may originate from a foreign language. Ex: Bravo-Italian words that means; very good or excellent.

5.1.3 a. Determine and explain the varied meaning of synonyms. Ex: The difference in meaning when using the word hungry versus starving.

5.1.3 b. Explain the relationship between antonyms. Ex: If a light isn't on, it's off.

5.1.3 c. Explain that some words are spelled the same, but have different meanings in the text. Ex: The student read the text aloud. I like to read fantasy novels.

5.1.4 a. Identify and define less common Greek and Latin roots. Ex: graph in the word autograph-means writing

5.1.4 b. Deduce the meaning of more complex words using the knowledge of Greek and Latin roots. Ex: If graph in autograph means writing, paragraph means writing in parts.

5.1.5 a. Distinguish the difference between figurative and literal language.

5.1.5 b. Identify similes and metaphors in text.

5.1.5 c. Interpret the author's use of the figurative language and how it creates imagery for the reader. Ex: The stars were brilliant diamonds in the night sky. (How does the comparison between stars and diamonds allow the reader to create a vivid picture in their mind.)

5.1.6 a. Identify and evaluate word clues that help determine word meaning. Ex: capitalization, part of speech, presence of prefixes and suffixes, spelling, etc.

5.1.6 b. Identify and evaluate sentence clues that help determine word meaning. Ex: location in the sentence, meaning of surrounding words, punctuation, etc.

5.1.6 c. Identify and evaluate paragraph clues that help determine word meaning. Ex: meaning of surrounding words/sentences, paragraph topic, etc.

5.3.1 a. Compare and contrast the different characteristics of poetry, drama, fiction and non fiction text.

5.3.1 b. Determine the author's purpose for writing a text. Ex: Was the text written to inform, entertain, or persuade.

5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.

5.3.2 a. Identify the protagonist and explain the conflict.

5.3.2 b. Summarize the events that led to a solution in the story.

5.3.3 a. Describe in detail the characters from the text, including how the author describes their appearance, and their behaviors and interactions with other characters.

5.3.3 b. Interpret the contrast between characters and how that contrast affects the plot or theme. Ex. How might an author represent an evil character versus a good character? Why is this important to the plot or theme?

5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.

5.3.4 b. Identify if a theme is clearly stated and its location in the text.

5.3.4 c. Recognize that there might be a theme that is not clearly stated (implied) in the text.

5.3.4 d. Identify an implied theme and the evidence that supports it from the text.

5.3.5 a. Define and identify symbolism in literary text. Ex: The use of an object to represent an idea.

5.3.5 b. Recognize that literary devices are called imagery which includes the use of symbolism, similes, metaphors, personification, etc.

5.3.5 c. Describe how common literary devices enhance text to provide clarity and strengthen understanding. Ex. An author might choose to use a dove to symbolize peace.

5.3.8 a. State who is telling the story and distinguish if that person is a character in the story.

TOPIC: Reading: Foundational Skills

Learning Targets

5.1.1 a. Read orally with frequency and accuracy determined by the school district. Ex: 140 words per minute with 95% accuracy

5.1.1 b. Read text using the given punctuation.

5.1.1 c. Read with appropriate inflection to enhance the meaning of fiction text using knowledge of the author's tone, purpose, word choice and punctuation.

5.1.1 e. Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction text. Ex: When a group of people are photographing a famous person, the reader would use this knowledge to decode the word paparazzi.

5.1.1 f. Distinguish how the features of fiction and non-fiction text inform the reader about the natural flow of the text from beginning to end. Ex: Acknowledging the beginning of chapters, sections, subsections, captions, charts, diagrams, etc.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

5.4.1 a. Use various brainstorming methods to develop ideas for writing.

5.4.1 b. Develop an organized list of ideas for writing.

5.4.1 c. Develop appropriate graphic organizers to plan for writing.

5.4.10 a. Locate places in writing where adding, deleting, combining, or rearranging words and/or sentences will improve meaning.

5.4.10 b. Revise places located in the text by adding, deleting, combining and rearranging words and sentences to improve meaning.

5.4.11 a. Construct organized notes of important details to compose writing.

5.4.11 b. Compose writing that uses logical organization. Ex. chronological order

5.4.6 a. Produce simple documents using a computer and edit and revise using tools, including spell check and a thesaurus.

(Reference: 4.1.5 -previous practice using a thesaurus.)

5.4.6 b. Employ computer programs using login and password information.

5.4.6 c. Navigate computer programs by using organizational features such as pull down menus and search fields.

5.4.7 a. Use a printed thesaurus or the search field from the thesaurus tool in a word processing program to identify alternative word choices and meanings in their writing.

5.4.8 a. Reread and review writing to locate needs for revision. Ex: Find missing words, incomplete or run on sentences, etc.

5.4.8 b. Revise the identified text to improve meaning and clarity.

5.4.9 a. Proofread one's own or others' writing using a checklist of rules.

5.4.9 b. Provide reasonable corrections for specific, identified errors.

5.5.1 a. Choose a clear narrative setting, conflict, plot and point of view.

5.5.1 b. Develop a well organized narrative text with a beginning, middle, and end.

5.5.1 c. Write descriptive text using various vivid parts of speech and literary devices to describe the events of the story.

(note: Indicator 5.7.9 is a speaking application for this writing standard.)

5.5.2 a. Interpret text using careful reading and understanding.

5.5.2 b. Locate evidence supporting one's interpretation.

5.5.2 c. Compose a response to literary text using evidence.

(note: Indicator 5.7.11 is a speaking application for this writing standard.)

5.5.7 a. Identify the main idea and the supporting details of a text to compose a summary.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

5.6.2 a Define and make a list of common transitions.

4.4.3 c, i See fourth grade standard.

5.6.2 b Compose writing that includes the appropriate use of transitions and conjunctions to connect words, phrases, sentences and paragraphs.

5.6.3 a. Define present and past participle for all verbs.

5.6.3 b. Identify and correct commonly misused verb tenses.

5.6.3 c. Choose an appropriate verb tense and apply it consistently throughout a piece of writing.

5.6.4 a. Define a modifier as a word that describes, limits, or qualifies a noun or verb. Ex. Intelligent student, carefully completed.

5.6.4 b Replace common and proper nouns with correct subject and object pronouns in writing.

5.6.5 a. Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (Time is short; however, we will still get the job done.).

5.6.6 a. Use correct capitalization.

5.6.7 a. Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in*for*ma*tion, mol*e*cule) correctly.

5.6.8 a Use a variety of simple and compound sentences in writing.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

5.7.1 a. Listen and analyze information to determine appropriate questions to enhance understanding.

5.7.11 a. Deliver oral responses to literature that summarize important events and details, demonstrate an understanding of several ideas or images and use examples from the work to support conclusions.

5.7.15 a. Choose appropriate concrete, descriptive language that communicates shared impressions about people, places, things or experiences.

5.7.2 a. Observe a speaker's non-verbal clues in addition to their verbal message to interpret their purpose and perspective.

5.7.6 a. Acknowledge that different types of oral communication require a different level of volume, timing, and gestures to enhance meaning. Ex. In a persuasive oral presentation it might be appropriate to point at your audience, while in other types of presentations it might not be appropriate.

5.7.9 a. Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases. - show, rather than tell, the listener what happens.

UNIT: Quarter 2 -- 9 Week(s)

Description

Indicators mastered in Quarter 2: 5.1.5, 5.2.1, 5.2.3, 5.3.2, 5.4.2, 5.5.5, 5.6.3, 5.6.8

Learning targets mastered in Quarter 2: 5.1.1d, 5.1.2b-d, 5.1.4a, 5.1.6a-b, 5.2.2a-b, 5.2.5a, 5.3.4a, 5.4.3a-b, 5.4.4a, 5.4.5a, 5.4.6c, 5.4.8b-c, 5.4.10b, 5.5.6a, 5.5.7a, 5.6.1a-c

Big Ideas

1. Text is organized in a logical way.

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2. The media presents different types of information in different ways.
3. Ideas are supported by evidence and examples.
4. There are a variety of genres in fictional text.

Essential Questions

1. How do I use knowledge of text organization to improve comprehension?
2. How and why should writers use evidence to support their ideas?
3. What kind of information is presented by the media?
4. What role does the media play in how we gain information?
5. How can I use knowledge of genre to help choose books?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Which best describes how Bob's feelings toward his brother changed throughout the story?"

Explain: "Which best explains how this article is organized?"

Express: "Which statement from the passage best expresses an opinion?"

Event: "Which event kept Sam from winning the race?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Represent: "What idea does the storm represent?"

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Suggest: "In the passage/article, the author suggests..."

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the passage/story/article."

Theme: "What is the theme of the story?"

New Vocabulary: expository, informational, graphic, diagram, illustration, chart, map, organization, sequential, chronological, prefix, suffix, inform, entertain, persuade, titles, subtitles, captions, prepositional phrase, appositive, main clause, subordinate clause, drama, transition, conclusions

Revisited Vocabulary: context clues, root/base, complex, narrative, word origin, homograph, simile, metaphor, prior knowledge, fiction, non-fiction, conflict, plot, motives, imagery, symbolism, literary technique, proofread, edit, clarify, descriptive, point of view, word choice, author's purpose, audience, tone, style, summary, simple sentence, compound sentence, pronoun, colon, semi-colon, oral, phrasing, timing, gestures, fluency, inflection, accuracy, evidence, infer, navigation, password, login, pull-down menu, thesaurus, vivid, logical, evaluate, identify, interpret, compare, contrast, determine, defend, clues, summarize, interaction, characteristics, compose, distinguish, analyze, protagonist, genre, suspense, implied, deconstruct, repetitive

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

5.1.2 b. Deconstruct words into logical word parts when possible.

5.1.2 c. Interpret the meaning of the root or base word if one can be identified.

5.1.2 d. Identify and define any prefixes and suffixes in the unknown word.

5.1.2 e. Recognize and identify that words or parts of words may originate from a foreign language. Ex: Bravo-Italian words that means; very good or excellent.

5.1.3 c. Explain that some words are spelled the same, but have different meanings in the text. Ex: The student read the text aloud. I like to read fantasy novels.

5.1.4 a. Identify and define less common Greek and Latin roots. Ex: graph in the word autograph-means writing

5.1.4 b. Deduce the meaning of more complex words using the knowledge of Greek and Latin roots. Ex: If graph in autograph means writing, paragraph means writing in parts.

5.1.5 a. Distinguish the difference between figurative and literal language.

5.1.5 b. Identify similes and metaphors in text.

5.1.5 c. Interpret the author's use of the figurative language and how it creates imagery for the reader. Ex: The stars were brilliant diamonds in the night sky. (How does the comparison between stars and diamonds allow the reader to create a vivid picture in their mind.)

5.1.6 a. Identify and evaluate word clues that help determine word meaning. Ex: capitalization, part of speech, presence of prefixes and suffixes, spelling, etc.

5.1.6 b. Identify and evaluate sentence clues that help determine word meaning. Ex: location in the sentence, meaning of surrounding words, punctuation, etc.

5.1.6 c. Identify and evaluate paragraph clues that help determine word meaning. Ex: meaning of surrounding words/sentences, paragraph topic, etc.

5.3.1 a. Compare and contrast the different characteristics of poetry, drama, fiction and non fiction text.

5.3.1 b. Determine the author's purpose for writing a text. Ex: Was the text written to inform, entertain, or persuade.

5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.

5.3.2 a. Identify the protagonist and explain the conflict.

5.3.2 b. Summarize the events that led to a solution in the story.

5.3.3 a. Describe in detail the characters from the text, including how the author describes their appearance, and their behaviors and interactions with other characters.

5.3.3 b. Interpret the contrast between characters and how that contrast affects the plot or theme. Ex. How might an author represent an evil character versus a good character? Why is this important to the plot or theme?

5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.

5.3.4 b. Identify if a theme is clearly stated and its location in the text.

5.3.4 c. Recognize that there might be a theme that is not clearly stated (implied) in the text.

5.3.4 d. Identify an implied theme and the evidence that supports it from the text.

5.3.5 a. Define and identify symbolism in literary text. Ex: The use of an object to represent an idea.

5.3.5 b. Recognize that literary devices are called imagery which includes the use of symbolism, similes, metaphors, personification, etc.

5.3.5 c. Describe how common literary devices enhance text to provide clarity and strengthen understanding. Ex. An author might choose to use a dove to symbolize peace.

5.3.8 a. State who is telling the story and distinguish if that person is a character in the story.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

5.2.1 a. Interpret how the format of a text aids the reader in finding and comprehending information. Ex: Use titles and sub-titles to find specific facts or answer questions.

5.2.1 b. Interpret graphics, diagrams, illustrations, charts, maps to answer specific questions.

5.2.2 a. Distinguish the difference between sequential and chronological order.

5.2.2 b. Apply knowledge of sequential and chronological order to answer questions about the text.

5.2.2 b. Apply knowledge of sequential and chronological order to draw conclusions about the text.

5.2.2 c. Identify the relationship between events in chronological and sequential text. Ex. What was the relationship between European exploration and the Columbian exchange?

5.2.3 a. Locate specific words or passages from the text to support the main idea.

5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.

5.2.5 a. Identify when an author is making an inference vs. when an author is stating a fact or opinion.

5.2.5 b. Identify evidence an author uses to support the inference.

5.2.5 c. Explain how to identify the differences between the facts/evidence, inferences, and opinions an author has used in the text.

TOPIC: Reading: Foundational Skills

Learning Targets

5.1.1 a. Read orally with frequency and accuracy determined by the school district. Ex: 140 words per minute with 95% accuracy

5.1.1 b. Read text using the given punctuation.

5.1.1 c. Read with appropriate inflection to enhance the meaning of fiction text using knowledge of the author's tone, purpose, word choice and punctuation.

5.1.1 d. Read with appropriate inflection to enhance the understanding of nonfiction text. Using background knowledge, make an emotional connection with the topic to determine appropriate tone. Ex: A newspaper article about the Titanic before it set sail for the journey west versus a newspaper article after the Titanic's demise.

5.1.1 e. Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction text. Ex: When a group of people are photographing a famous person, the reader would use this knowledge to decode the word paparazzi.

5.1.1 f. Distinguish how the features of fiction and non-fiction text inform the reader about the natural flow of the text from beginning to end. Ex: Acknowledging the beginning of chapters, sections, subsections, captions, charts, diagrams, etc.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

5.4.1 a. Use various brainstorming methods to develop ideas for writing.

5.4.1 b. Develop an organized list of ideas for writing.

5.4.1 c. Develop appropriate graphic organizers to plan for writing.

5.4.10 a. Locate places in writing where adding, deleting, combining, or rearranging words and/or sentences will improve meaning.

5.4.10 b. Revise places located in the text by adding, deleting, combining and rearranging words and sentences to improve meaning.

5.4.11 a. Construct organized notes of important details to compose writing.

5.4.11 b. Compose writing that uses logical organization. Ex. chronological order

5.4.11 c. Compose writing which states a hypothesis and supports it with data.

5.4.2 a. Write stories with a beginning, middle and end.

5.4.2 b. Develop a clear setting, a plot or conflict and a resolution for the story.

5.4.3 a. Write informational pieces that include a clear introduction, body and conclusion.

5.4.3 b. Organize important ideas in sequential or chronological order.

5.4.3 c. Use transitional words, phrases or sentences between ideas and paragraphs.

5.4.3 d. Construct a conclusion that summarizes important ideas and details.

5.4.4 a. Identify different features of printed informational text such as citations, endnotes, and bibliographies used to locate information.

5.4.4 b. Locate relevant information using different organizational features of printed text.

5.4.5 a. Identify important details from informative text.

5.4.5 b. Summarize the important details from informative text.

5.4.6 a. Produce simple documents using a computer and edit and revise using tools, including spell check and a thesaurus.

(Reference: 4.1.5 -previous practice using a thesaurus.)

5.4.6 b. Employ computer programs using login and password information.

5.4.6 c. Navigate computer programs by using organizational features such as pull down menus and search fields.

5.4.7 a. Use a printed thesaurus or the search field from the thesaurus tool in a word processing program to identify alternative word choices and meanings in their writing.

5.4.8 a. Reread and review writing to locate needs for revision. Ex: Find missing words, incomplete or run on sentences, etc.

5.4.8 b. Revise the identified text to improve meaning and clarity.

5.4.9 a. Proofread one's own or others' writing using a checklist of rules.

5.4.9 b. Provide reasonable corrections for specific, identified errors.

5.5.1 a. Choose a clear narrative setting, conflict, plot and point of view.

5.5.1 b. Develop a well organized narrative text with a beginning, middle, and end.

5.5.1 c. Write descriptive text using various vivid parts of speech and literary devices to describe the events of the story.

(note: Indicator 5.7.9 is a speaking application for this writing standard.)

5.5.2 a. Interpret text using careful reading and understanding.

5.5.2 b. Locate evidence supporting one's interpretation.

5.5.2 c. Compose a response to literary text using evidence.

(note: Indicator 5.7.11 is a speaking application for this writing standard.)

5.5.5 a. Locate common, less descriptive, or repetitive words that can be replaced with more vivid words.

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 5

English Language Arts
Grade 5, Duration 1 Year

5.5.6 a. Consider different purposes for writing to choose appropriate tone and style for writing.

5.5.6 b. Consider different audiences to choose appropriate tone and style for writing.

5.5.6 c. Compose writing, taking into account purpose and audience.

5.5.7 a. Identify the main idea and the supporting details of a text to compose a summary.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

5.6.1 c. Compose writing that includes the appropriate use of prepositional phrases, appositives, main clauses, and subordinate clauses.

5.6.2 a. Define and make a list of common transitions.

4.4.3 c, j See fourth grade standard.

5.6.3 a. Define present and past participle for all verbs.

5.6.3 b. Identify and correct commonly misused verb tenses.

5.6.3 c. Choose an appropriate verb tense and apply it consistently throughout a piece of writing.

5.6.4 a. Define a modifier as a word that describes, limits, or qualifies a noun or verb. Ex. Intelligent student, carefully completed.

5.6.4 b. Replace common and proper nouns with correct subject and object pronouns in writing.

5.6.4 c. Use appropriate modifiers to clearly describe nouns and verbs in writing.

5.6.5 a. Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (Time is short; however, we will still get the job done.).

5.6.6 a. Use correct capitalization.

5.6.7 a. Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in*for*ma*tion, mol*e*cule) correctly.

5.6.8 a. Use a variety of simple and compound sentences in writing.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

5.7.1 a. Listen and analyze information to determine appropriate questions to enhance understanding.

5.7.10 a. Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation, establish a controlling idea or topic, develop the topic with simple facts, details, examples, and explanations.

5.7.11 a. Deliver oral responses to literature that summarize important events and details, demonstrate an understanding of several ideas or images and use examples from the work to support conclusions.

5.7.13 a. Analyze the appropriateness of specific strategies to help the listener follow important ideas. Ex: Use visual aides, repeat important points, change volume, etc.

5.7.14 a. Point out specific claims being made in print, image or the multimedia.

5.7.14 b. Consider the choice of evidence used to support the claim.

5.7.2 a. Observe a speaker's non-verbal clues in addition to their verbal message to interpret their purpose and perspective.

5.7.3 a. Use information from oral report as well as knowledge about the world to draw conclusions and make inferences.

5.7.4 a. Select a focus, organizational structure, and point of view for an oral presentation.

5.7.5 a. Choose meaningful evidence and examples to clarify and support spoken ideas.

5.7.6 a. Acknowledge that different types of oral communication require a different level of volume, timing, and gestures to enhance meaning. Ex. In a persuasive oral presentation it might be appropriate to point at your audience, while in other types of presentations it might not be appropriate.

5.7.8 a. Recognize that different types of media are designed to deliver a variety of messages for different purposes. Ex: Sitcoms are a form of entertainment.

UNIT: Quarter 3 -- 9 Week(s)

Description

Indicators mastered in Quarter 3: 5.3.1, 5.3.5, 5.3.6, 5.3.7, 5.5.2, 5.5.3, 5.5.4, 5.5.7, 5.6.4, 5.6.5 Learning targets mastered in Quarter 3: 5.1.2e, 5.1.4b, 5.1.6c, 5.2.2c, 5.2.4a, 5.2.5b-c, 5.3.4b-d, 5.4.3c-d, 5.4.4b, 5.4.6b-c, 5.4.9b, 5.4.11b-c, 5.5.1c, 5.5.6b-c, 5.6.2b, 5.6.3a-c

Big Ideas

1. Patterns and symbols can be found throughout literature.
2. Good writers follow a process to collect research.
3. There are a variety of techniques used to persuade others.

Essential Questions

1. Why do authors use symbolism in literature?
2. How do we find answers to questions we have?
3. How do we persuade others?
4. How do we know when we are being persuaded?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Which best describes how Bob's feelings toward his brother changed throughout the story?"

Explain: "Which best explains how this article is organized?"

Express: "Which statement from the passage best expresses an opinion?"

Event: "Which event kept Sam from winning the race?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Represent: "What idea does the storm represent?"

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 5

English Language Arts
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Examiner's Manual that provide directions for the writing prompt and extended-response items.

Suggest: "In the passage/article, the author suggests..."

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the passage/story/article."

Theme: "What is the theme of the story?"

New Vocabulary: myth, traditional, pattern, era, culture, symbol, persuasion, promises, dares, flattery, faulty meaning, hypothesis, citation, endnote, bibliography, reference, research, resource, print, image, multi-media, entertainment, interpretation, generalizations

Revisited Vocabulary: context clues, root/base, complex, narrative, word origin, homograph, simile, metaphor, prior knowledge, fiction, non-fiction, conflict, plot, motives, imagery, symbolism, literary technique, proofread, edit, clarify, descriptive, point of view, word choice, author's purpose, audience, tone, style, summary, simple sentence, compound sentence, pronoun, colon, semi-colon, oral, phrasing, timing, gestures, fluency, inflection, accuracy, evidence, infer, navigation, password, login, pull-down menu, thesaurus, vivid, logical, evaluate, identify, interpret, compare, contrast, determine, defend, clues, summarize, interaction, characteristics, compose, distinguish, analyze, protagonist, genre, suspense, implied, deconstruct, repetitive, expository, informational, graphic, diagram, illustration, chart, map, organization, sequential, chronological, prefix, suffix, inform, entertain, persuade, titles, subtitles, captions, prepositional phrase, appositive, main clause, subordinate clause, drama, transition, conclusions

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

5.1.2 a. Describe the meaning of a word or phrase using details from a text. Ex: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase Herculean task.

5.1.2 b. Deconstruct words into logical word parts when possible.

5.1.2 c. Interpret the meaning of the root or base word if one can be identified.

5.1.2 d. Identify and define any prefixes and suffixes in the unknown word.

5.1.2 e. Recognize and identify that words or parts of words may originate from a foreign language. Ex: Bravo-Italian words that means: very good or excellent.

5.1.3 a. Determine and explain the varied meaning of synonyms. Ex: The difference in meaning when using the word hungry versus starving.

5.1.3 b. Explain the relationship between antonyms. Ex: If a light isn't on, it's off.

5.1.3 c. Explain that some words are spelled the same, but have different meanings in the text. Ex: The student read the text aloud. I like to read fantasy novels.

5.1.4 a. Identify and define less common Greek and Latin roots. Ex: graph in the word autograph-means writing

5.1.4 b. Deduce the meaning of more complex words using the knowledge of Greek and Latin roots. Ex: If graph in autograph means writing, paragraph means writing in parts.

5.1.6 a. Identify and evaluate word clues that help determine word meaning. Ex: capitalization, part of speech, presence of prefixes and suffixes, spelling, etc.

5.1.6 b. Identify and evaluate sentence clues that help determine word meaning. Ex: location in the sentence, meaning of surrounding words, punctuation, etc.

5.1.6 c. Identify and evaluate paragraph clues that help determine word meaning. Ex: meaning of surrounding words/sentences, paragraph topic, etc.

5.3.1 a. Compare and contrast the different characteristics of poetry, drama, fiction and non fiction text.

5.3.1 b. Determine the author's purpose for writing a text. Ex: Was the text written to inform, entertain, or persuade.

5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.

5.3.2 a. Identify the protagonist and explain the conflict.

5.3.2 b. Summarize the events that led to a solution in the story.

5.3.3 a. Describe in detail the characters from the text, including how the author describes their appearance, and their behaviors and interactions with other characters.

5.3.3 b. Interpret the contrast between characters and how that contrast affects the plot or theme. Ex: How might an author represent an evil character versus a good character? Why is this important to the plot or theme?

5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.

5.3.4 b. Identify if a theme is clearly stated and its location in the text.

5.3.4 c. Recognize that there might be a theme that is not clearly stated (implied) in the text.

5.3.4 d. Identify an implied theme and the evidence that supports it from the text.

5.3.5 a. Define and identify symbolism in literary text. Ex: The use of an object to represent an idea.

5.3.5 b. Recognize that literary devices are called imagery which includes the use of symbolism, similes, metaphors, personification, etc.

5.3.5 c. Describe how common literary devices enhance text to provide clarity and strengthen understanding. Ex: An author might choose to use a dove to symbolize peace.

5.3.6 a. Identify patterns and symbols in chosen myths and traditional literature.

5.3.6 b. Interpret and discuss the meaning of patterns and symbols in literature from different eras and cultures.

5.3.7 a. Identify the techniques used by the author to influence the reader's perspective. Ex: The use of research or primary sources to support their point of view.

5.3.7 b. Evaluate how the author uses various techniques to influence the reader. Ex: The author may choose to write the text in a journal format.

5.3.8 a. State who is telling the story and distinguish if that person is a character in the story.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

5.2.1 a. Interpret how the format of a text aids the reader in finding and comprehending information. Ex: Use titles and sub-titles to find specific facts or answer questions.

5.2.1 b. Interpret graphics, diagrams, illustrations, charts, maps to answer specific questions.

5.2.2 a. Distinguish the difference between sequential and chronological order.

5.2.2 b. Apply knowledge of sequential and chronological order to answer questions about the text.

5.2.2 b. Apply knowledge of sequential and chronological order to draw conclusions about the text.

5.2.2 c. Identify the relationship between events in chronological and sequential text. Ex. What was the relationship between European exploration and the Columbian exchange?

5.2.3 a. Locate specific words or passages from the text to support the main idea.

5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.

5.2.5 a. Identify when an author is making an inference vs. when an author is stating a fact or opinion.

5.2.5 b. Identify evidence an author uses to support the inference.

5.2.5 c. Explain how to identify the differences between the facts/evidence, inferences, and opinions an author has used in the text.

TOPIC: Reading:Foundational Skills

Learning Targets

5.1.1 a. Read orally with frequency and accuracy determined by the school district. Ex: 140 words per minute with 95% accuracy

5.1.1 b. Read text using the given punctuation.

5.1.1 c. Read with appropriate inflection to enhance the meaning of fiction text using knowledge of the author's tone, purpose, word choice and punctuation.

5.1.1 d. Read with appropriate inflection to enhance the understanding of nonfiction text. Using background knowledge, make an emotional connection with the topic to determine appropriate tone. Ex: A newspaper article about the Titanic before it set sail for the journey west versus a newspaper article after the Titanic's demise.

5.1.1 e. Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction text. Ex: When a group of people are photographing a famous person, the reader would use this knowledge to decode the word paparazzi.

5.1.1 f. Distinguish how the features of fiction and non-fiction text inform the reader about the natural flow of the text from beginning to end. Ex: Acknowledging the beginning of chapters, sections, subsections, captions, charts, diagrams, etc.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

5.4.1 a. Use various brainstorming methods to develop ideas for writing.

5.4.1 b. Develop an organized list of ideas for writing.

5.4.1 c. Develop appropriate graphic organizers to plan for writing.

5.4.10 a. Locate places in writing where adding, deleting, combining, or rearranging words and/or sentences will improve meaning.

5.4.10 b. Revise places located in the text by adding, deleting, combining and rearranging words and sentences to improve meaning.

5.4.11 a. Construct organized notes of important details to compose writing.

5.4.11 b. Compose writing that uses logical organization. Ex. chronological order

5.4.11 c. Compose writing which states a hypothesis and supports it with data.

5.4.2 a. Write stories with a beginning, middle and end.

5.4.2 b. Develop a clear setting, a plot or conflict and a resolution for the story.

5.4.3 a. Write informational pieces that include a clear introduction, body and conclusion.

5.4.3 b. Organize important ideas in sequential or chronological order.

5.4.3 c. Use transitional words, phrases or sentences between ideas and paragraphs.

5.4.3 d. Construct a conclusion that summarizes important ideas and details.

5.4.4 a. Identify different features of printed informational text such as citations, endnotes, and bibliographies used to locate information.

5.4.4 b. Locate relevant information using different organizational features of printed text.

5.4.5 a. Identify important details from informative text.

5.4.6 a. Produce simple documents using a computer and edit and revise using tools, including spell check and a thesaurus.

(Reference: 4.1.5 -previous practice using a thesaurus.)

5.4.6 b. Employ computer programs using login and password information.

5.4.6 c. Navigate computer programs by using organizational features such as pull down menus and search fields.

5.4.7 a. Use a printed thesaurus or the search field from the thesaurus tool in a word processing program to identify alternative word choices and meanings in their writing.

5.4.8 a. Reread and review writing to locate needs for revision. Ex: Find missing words, incomplete or run on sentences, etc.

5.4.8 b. Revise the identified text to improve meaning and clarity.

5.4.9 a. Proofread one's own or others' writing using a checklist of rules.

5.4.9 b. Provide reasonable corrections for specific, identified errors.

5.5.1 a. Choose a clear narrative setting, conflict, plot and point of view.

5.5.1 b. Develop a well organized narrative text with a beginning, middle, and end.

5.5.1 c. Write descriptive text using various vivid parts of speech and literary devices to describe the events of the story.

(note: Indicator 5.7.9 is a speaking application for this writing standard.)

5.5.2 a. Interpret text using careful reading and understanding.

5.5.3 a. Describe the research process and apply the process to compose a well-developed research report.

5.5.4 a. Choose and develop a clear position for the composition of a persuasive letter or essay.

5.5.4 b. Identify the audience of the letter or essay and develop supporting, relevant evidence for the chosen position.

5.5.4 c. Organize the evidence in the text with the most appealing statements first and the least powerful statements last.

(note: Indicator 5.7.10 is a speaking application for this writing standard.)

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 5

English Language Arts
Grade 5, Duration 1 Year

5.5.5 a. Locate common, less descriptive, or repetitive words that can be replaced with more vivid words.

5.5.6 a. Consider different purposes for writing to choose appropriate tone and style for writing.

5.5.6 b. Consider different audiences to choose appropriate tone and style for writing.

5.5.6 c. Compose writing, taking into account purpose and audience.

5.5.7 a. Identify the main idea and the supporting details of a text to compose a summary.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

5.6.1 a. Define main clauses, and subordinate clauses.

Appositives defined in 4.6.3 e.

5.6.1 b. Identify appositives, main clauses and subordinate clauses in a text.

5.6.1 c. Compose writing that includes the appropriate use of prepositional phrases, appositives, main clauses, and subordinate clauses.

5.6.2 a. Define and make a list of common transitions.

4.4.3 c, i See fourth grade standard.

5.6.2 b. Compose writing that includes the appropriate use of transitions and conjunctions to connect words, phrases, sentences and paragraphs.

5.6.3 a. Define present and past participle for all verbs.

5.6.3 b. Identify and correct commonly misused verb tenses.

5.6.3 c. Choose an appropriate verb tense and apply it consistently throughout a piece of writing.

5.6.4 a. Define a modifier as a word that describes, limits, or qualifies a noun or verb. Ex. Intelligent student, carefully completed.

5.6.4 b. Replace common and proper nouns with correct subject and object pronouns in writing.

5.6.4 c. Use appropriate modifiers to clearly describe nouns and verbs in writing.

5.6.5 a. Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (Time is short; however, we will still get the job done.).

5.6.6 a. Use correct capitalization.

5.6.7 a. Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in*for*ma*tion, mol*e*cule) correctly.

5.6.8 a. Use a variety of simple and compound sentences in writing.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

5.7.1 a. Listen and analyze information to determine appropriate questions to enhance understanding.

5.7.13 a Analyze the appropriateness of specific strategies to help the listener follow important ideas. Ex: Use visual aides, repeat important points, change volume, etc.

5.7.14 a Point out specific claims being made in print, image or the multimedia.

5.7.14 b Consider the choice of evidence used to support the claim.

5.7.2 a. Observe a speaker's non-verbal clues in addition to their verbal message to interpret their purpose and perspective.

5.7.3 a Use information from oral report as well as knowledge about the world to draw conclusions and make inferences.

5.7.4 a. Select a focus, organizational structure, and point of view for an oral presentation.

5.7.5 a Choose meaningful evidence and examples to clarify and support spoken ideas.

5.7.6 a. Acknowledge that different types of oral communication require a different level of volume, timing, and gestures to enhance meaning. Ex. In a persuasive oral presentation it might be appropriate to point at your audience, while in other types of presentations it might not be appropriate.

5.7.7 a Define and make a list of persuasive techniques used by the media.

5.7.7 b Analyze specific techniques used by media and their effectiveness.

5.7.8 a. Recognize that different types of media are designed to deliver a variety of messages for different purposes. Ex: Sitcoms are a form of entertainment.

UNIT: Quarter 4 -- 9 Week(s)

Description

Indicators mastered in Quarter 4: 5.2.6, 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.7.5, 5.7.6, 5.7.7, 5.7.8, 5.7.9, 5.7.10, 5.7.11, 5.7.12, 5.7.13, 5.7.14, 5.7.15

Big Ideas

1. There is a clear procedure to complete a task.
2. Stories have themes.
3. Readers evaluate what they have read.

Essential Questions

1. How do I communicate directions?
2. How do we identify the theme of a story?
3. How do you use what you read to answer questions?
4. How does knowledge of genre help you better understand what you read?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Combine: "What is the best way to combine the following sentences?"

Describe: "Which best describes how Bob's feelings toward his brother changed throughout the story?"

Explain: "Which best explains how this article is organized?"

Express: "Which statement from the passage best expresses an opinion?"

Event: "Which event kept Sam from winning the race?"

Narrator: The voice of the person or character used by the author to tell the story (e.g., literature, plays, etc.) to the audience or reader.

Represent: "What idea does the storm represent?"

Revise: The actual word "revise" is not typically used in test questions for grades 3-5. However, it is included in the portions of the Examiner's Manual that provide directions for the writing prompt and extended-response items.

Suggest: "In the passage/article, the author suggests..."

Support: "What was Jimmy's main problem? How did he solve it? Support your answer with details from the

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passage/story/article."

Theme: "What is the theme of the story?"

New Vocabulary: multi-step

Revisited Vocabulary: context clues, root/base, complex, narrative, word origin, homograph, simile, metaphor, prior knowledge, fiction, non-fiction, conflict, plot, motives, imagery, symbolism, literary technique, proofread, edit, clarify, descriptive, point of view, word choice, author's purpose, audience, tone, style, summary, simple sentence, compound sentence, pronoun, colon, semi-colon, oral, phrasing, timing, gestures, fluency, inflection, accuracy, evidence, infer, navigation, password, login, pull-down menu, thesaurus, vivid, logical, evaluate, identify, interpret, compare, contrast, determine, defend, clues, summarize, interaction, characteristics, compose, distinguish, analyze, protagonist, genre, suspense, implied, deconstruct, repetitive, expository, informational, graphic, diagram, illustration, chart, map, organization, sequential, chronological, prefix, suffix, inform, entertain, persuade, titles, subtitles, captions, prepositional phrase, appositive, main clause, subordinate clause, drama, transition, myth, traditional, pattern, era, culture, symbol, persuasion, promises, dares, flattery, faulty meaning, hypothesis, citation, endnote, bibliography, reference, research, resource, conclusions, print, image, multi-media, entertainment, interpretation, generalization, conclusions

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

5.1.2 a. Describe the meaning of a word or phrase using details from a text. Ex. After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase Herculean task.

5.1.2 b. Deconstruct words into logical word parts when possible.

5.1.2 c. Interpret the meaning of the root or base word if one can be identified.

5.1.2 d. Identify and define any prefixes and suffixes in the unknown word.

5.1.2 e. Recognize and identify that words or parts of words may originate from a foreign language. Ex: Bravo-Italian words that means; very good or excellent.

5.1.4 a. Identify and define less common Greek and Latin roots. Ex: graph in the word autograph-means writing

5.1.4 b. Deduce the meaning of more complex words using the knowledge of Greek and Latin roots. Ex: If graph in autograph means writing, paragraph means writing in parts.

5.1.5 a. Distinguish the difference between figurative and literal language.

5.1.5 b. Identify similes and metaphors in text.

5.1.5 c. Interpret the author's use of the figurative language and how it creates imagery for the reader. Ex: The stars were brilliant diamonds in the night sky. (How does the comparison between stars and diamonds allow the reader to create a vivid picture in their mind.)

5.1.6 a. Identify and evaluate word clues that help determine word meaning. Ex: capitalization, part of speech, presence of prefixes and suffixes, spelling, etc.

5.1.6 b. Identify and evaluate sentence clues that help determine word meaning. Ex: location in the sentence, meaning of surrounding words, punctuation, etc.

5.1.6 c. Identify and evaluate paragraph clues that help determine word meaning. Ex: meaning of surrounding words/sentences, paragraph topic, etc.

5.3.1 a. Compare and contrast the different characteristics of poetry, drama, fiction and non fiction text.

5.3.1 b. Determine the author's purpose for writing a text. Ex: Was the text written to inform, entertain, or persuade.

5.3.1 c. Defend the appropriateness of the author's choice of literary form to inform, entertain, or persuade the reader.

5.3.2 a. Identify the protagonist and explain the conflict.

5.3.2 b. Summarize the events that led to a solution in the story.

5.3.3 a. Describe in detail the characters from the text, including how the author describes their appearance, and their behaviors and interactions with other characters.

5.3.3 b. Interpret the contrast between characters and how that contrast affects the plot or theme. Ex. How might an author represent an evil character versus a good character? Why is this important to the plot or theme?

5.3.4 a. Choose a theme or central idea of a text and explain the evidence that supports that choice.

5.3.4 b. Identify if a theme is clearly stated and its location in the text.

5.3.4 c. Recognize that there might be a theme that is not clearly stated (implied) in the text.

5.3.4 d. Identify an implied theme and the evidence that supports it from the text.

5.3.5 a. Define and identify symbolism in literary text. Ex: The use of an object to represent an idea.

5.3.5 b. Recognize that literary devices are called imagery which includes the use of symbolism, similes, metaphors, personification, etc.

5.3.5 c. Describe how common literary devices enhance text to provide clarity and strengthen understanding. Ex. An author might choose to use a dove to symbolize peace.

5.3.8 a. State who is telling the story and distinguish if that person is a character in the story.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

5.2.1 a. Interpret how the format of a text aids the reader in finding and comprehending information. Ex: Use titles and sub-titles to find specific facts or answer questions.

5.2.1 b. Interpret graphics, diagrams, illustrations, charts, maps to answer specific questions.

5.2.2 a. Distinguish the difference between sequential and chronological order.

5.2.2 b. Apply knowledge of sequential and chronological order to answer questions about the text.

5.2.2 b. Apply knowledge of sequential and chronological order to draw conclusions about the text.

5.2.2 c. Identify the relationship between events in chronological and sequential text. Ex. What was the relationship between European exploration and the Columbian exchange?

5.2.3 a. Locate specific words or passages from the text to support the main idea.

5.2.4 a. Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.

5.2.5 a. Identify when an author is making an inference vs. when an author is stating a fact or opinion.

5.2.5 b. Identify evidence an author uses to support the inference.

5.2.5 c. Explain how to identify the differences between the facts/evidence, inferences, and opinions an author has used in the text.

5.2.6 a Follow multiple-step instructions in a basic technical manual.

TOPIC: Reading: Foundational Skills

Learning Targets

5.1.1 a. Read orally with frequency and accuracy determined by the school district. Ex: 140 words per minute with 95% accuracy

5.1.1 b. Read text using the given punctuation.

5.1.1 c. Read with appropriate inflection to enhance the meaning of fiction text using knowledge of the author's tone, purpose, word choice and punctuation.

5.1.1 d. Read with appropriate inflection to enhance the understanding of nonfiction text. Using background knowledge, make an emotional connection with the topic to determine appropriate tone. Ex: A newspaper article about the Titanic before it set sail for the journey west versus a newspaper article after the Titanic's demise.

5.1.1 e. Interpret context clues and apply phonological knowledge to decode new words when reading fiction and non-fiction text. Ex: When a group of people are photographing a famous person, the reader would use this knowledge to decode the word paparazzi.

5.1.1 f. Distinguish how the features of fiction and non-fiction text inform the reader about the natural flow of the text from beginning to end. Ex: Acknowledging the beginning of chapters, sections, subsections, captions, charts, diagrams, etc.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

5.4.1 a. Use various brainstorming methods to develop ideas for writing.

5.4.1 b. Develop an organized list of ideas for writing.

5.4.1 c. Develop appropriate graphic organizers to plan for writing.

5.4.10 a. Locate places in writing where adding, deleting, combining, or rearranging words and/or sentences will improve meaning.

5.4.10 b. Revise places located in the text by adding, deleting, combining and rearranging words and sentences to improve meaning.

5.4.11 a. Construct organized notes of important details to compose writing.

5.4.11 b. Compose writing that uses logical organization. Ex. chronological order

5.4.11 c. Compose writing which states a hypothesis and supports it with data.

5.4.2 a. Write stories with a beginning, middle and end.

5.4.2 b. Develop a clear setting, a plot or conflict and a resolution for the story.

5.4.3 a. Write informational pieces that include a clear introduction, body and conclusion.

5.4.3 b. Organize important ideas in sequential or chronological order.

5.4.3 c. Use transitional words, phrases or sentences between ideas and paragraphs.

5.4.3 d. Construct a conclusion that summarizes important ideas and details.

5.4.4 a. Identify different features of printed informational text such as citations, endnotes, and bibliographies used to locate information.

5.4.4 b. Locate relevant information using different organizational features of printed text.

5.4.5 a. Identify important details from informative text.

5.4.5 b. Summarize the important details from informative text.

5.4.6 a. Produce simple documents using a computer and edit and revise using tools, including spell check and a thesaurus.

(Reference: 4.1.5 -previous practice using a thesaurus.)

5.4.6 b. Employ computer programs using login and password information.

5.4.6 c. Navigate computer programs by using organizational features such as pull down menus and search fields.

5.4.7 a. Use a printed thesaurus or the search field from the thesaurus tool in a word processing program to identify alternative word choices and meanings in their writing.

5.4.8 a. Reread and review writing to locate needs for revision. Ex: Find missing words, incomplete or run on sentences, etc.

5.4.8 b. Revise the identified text to improve meaning and clarity.

5.4.9 a. Proofread one's own or others' writing using a checklist of rules.

5.4.9 b. Provide reasonable corrections for specific, identified errors.

5.5.1 a. Choose a clear narrative setting, conflict, plot and point of view.

5.5.1 b. Develop a well organized narrative text with a beginning, middle, and end.

5.5.1 c. Write descriptive text using various vivid parts of speech and literary devices to describe the events of the story.

(note: Indicator 5.7.9 is a speaking application for this writing standard.)

5.5.2 a. Interpret text using careful reading and understanding.

5.5.5 a. Locate common, less descriptive, or repetitive words that can be replaced with more vivid words.

5.5.6 a. Consider different purposes for writing to choose appropriate tone and style for writing.

5.5.6 b. Consider different audiences to choose appropriate tone and style for writing.

5.5.6 c. Compose writing, taking into account purpose and audience.

5.5.7 a. Identify the main idea and the supporting details of a text to compose a summary.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

5.6.2 a Define and make a list of common transitions.

4.4.3 c, i See fourth grade standard.

5.6.2 b Compose writing that includes the appropriate use of transitions and conjunctions to connect words, phrases, sentences and paragraphs.

5.6.3 a. Define present and past participle for all verbs.

5.6.3 b. Identify and correct commonly misused verb tenses.

5.6.3 c. Choose an appropriate verb tense and apply it consistently throughout a piece of writing.

5.6.4 a. Define a modifier as a word that describes, limits, or qualifies a noun or verb. Ex. Intelligent student, carefully completed.

5.6.4 b Replace common and proper nouns with correct subject and object pronouns in writing.

5.6.4 c Use appropriate modifiers to clearly describe nouns and verbs in writing.

5.6.5 a. Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (Time is short; however, we will still get the job done.).

5.6.6 a. Use correct capitalization.

5.6.7 a. Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in*for*ma*tion, mol*e*cule) correctly.

5.6.8 a Use a variety of simple and compound sentences in writing.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

5.7.1 a. Listen and analyze information to determine appropriate questions to enhance understanding.

5.7.11 a. Deliver oral responses to literature that summarize important events and details, demonstrate an understanding of several ideas or images and use examples from the work to support conclusions.

5.7.12 a. Give precise directions and instructions.

5.7.2 a. Observe a speaker's non-verbal clues in addition to their verbal message to interpret their purpose and perspective.

5.7.3 a Use information from oral report as well as knowledge about the world to draw conclusions and make inferences.

Course Overview

Students solve problems involving multiplication and division of whole numbers and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals. They understand the relationship among decimals, fractions, and percents and they understand the relative magnitudes of numbers. Students use variables in simple expressions, compute the value of an expression for specific values of the variable, and plot and interpret the results. They use two-dimensional coordinate grids to represent points and graph lines. Students identify, describe, and classify the properties of plane and solid geometric shapes and the relationship between them. They recognize volume as an attribute of three-dimensional space, as well as measure weight, temperature, time and money. Students collect, display, analyze, compare and interpret data sets. Students choose, combine, and apply effective strategies for solving problems in reasonable ways and justifying their reasoning. They determine when a solution is complete and reasonable and move beyond a particular problem by generalizing to other situations.

The Process Standards should be addressed throughout the course. Students build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving.

Students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof.

Students organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers and others; analyze and evaluate the mathematical thinking and strategies of others; and use the language of mathematics to express mathematical ideas precisely.

Students regularly create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.

Students continually make connections. They should recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics.

Technology is used as an essential tool in mathematics education to support and extend the mathematics curriculum. Technology can contribute to concept development, simulation, representation, communication, and problem solving. The challenge is to ensure that technology supports—but is not a substitute for—the development of skills with basic operations, quantitative reasoning and problem-solving skills. Elementary students must learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator. The focus must be on learning mathematics, using technology as a tool, rather than as an end in itself.

Letter of Introduction:

Dear Indiana Mathematics Education Colleague:

July 12-16, 2010, approximately 30 Indiana mathematics education professionals met in Indianapolis to participate in the development of the IDOE Curriculum Maps for Mathematics grades K through 8 and Algebra 1, Algebra 2 and Geometry. The goal of this work was to “unpack” the 2000 Indiana Academic Standards for Mathematics to provide more clarity about what students need to learn in order to achieve “mastery” of a particular Standard Indicator. Each Indicator in the 2000 Standards was unpacked into smaller “Learning Targets,” when appropriate. These Learning Targets are numbered according to the related Indicator with a lowercase letter representing a suggested sequence of content within that Indicator. For example, a Standard Indicator like 8.3.3 was broken down into 8.3.3a and 8.3.3b. The Learning Targets were then organized into 9-week (quarterly) Instructional Units with Big Ideas, Essential Questions and Vocabulary for each Unit.

For 2010-11, teachers will use these Maps, based on the 2000 Math Standards. On August 3, 2010, the Common Core State Standards were formally adopted as Indiana's Academic Standards for Mathematics. During the coming school year, we will integrate additional Learning Targets from the Common Core State Standards to create revised Maps to be used during the 2011-12 school year. (You can find The Common Core State Standards at www.corestandards.org to see what will be shaping our curriculum maps.)

Because the 2000 Standard Indicators were unpacked into smaller Learning Targets, the number of Targets may seem overwhelming. However, we believe the unpacking of the indicators provides these advantages:

- A more complete understanding of the meaning of the indicator can be derived.
- A student's learning can be described and communicated more clearly between all those with an interest in the student's learning (including the student).
- Feedback provided to students on their learning progress can be more specific.
- More specificity about which aspects of an indicator should be included at various points throughout the year can be provided.

While the increased number of Learning Targets has the above advantages, we caution against these pitfalls:

- Focusing only on the individual targets rather than the big ideas.
- Teaching only a small set of targets at a time rather than using the progression as a tool for differentiating instruction.
- Monitoring every student on each target rather than using the progression as a resource for formative assessment.

This Curriculum Map represents the best thinking of some of your colleagues. We fully expect that this resource will be adapted to meet the needs of individual classrooms and hope that it will be a useful scaffold upon which teachers can build their classroom curriculum.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Number and Operations in Base Ten 2. Measurement and Data 3. Mathematical Processes
9 Week(s)	Quarter 2	1. Number and Operations - Fractions 2. Geometry 3. Mathematical Processes
9 Week(s)	Quarter 3	1. Number and Operations in Base Ten 2. Measurement and Data 3. Mathematical Processes
9 Week(s)	Quarter 4	1. Operations and Algebraic Thinking 2. Measurement and Data 3. Mathematical Processes

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

Main Topics: Numeration, Prime/Composite, Decimals, Money, Long Multiplication, Long Division, Area, Perimeter, Surface Area

Additional Topics: Problem Solving

Learning Targets Mastered: 5.1.1a-c, 5.1.2a-b, 5.1.3a-e, 5.1.6a-d, 5.2.1a-j, 5.2.5a-b, 5.2.6a-b, 5.2.7a-b, 5.5.1a-c, 5.5.2a-b, 5.5.3a, 5.5.4a-b, 5.5.7a-b

Big Ideas

1. Numbers can represent quantity, position, location, and relationships, and symbols may be used to express these relationships.
2. The four operations are interrelated, and the properties of each may be used to understand the others.
3. Any number, measure, numerical or algebraic expression, or equation can be represented in a variety of ways that have the same value.
4. Although standard algorithms exist for most mathematical computations, a variety of methods exist for solving the same problem.
- 5.

A unified understanding of numbers is developed by recognizing fractions, decimals, and percents as different representations of rational numbers.

Essential Questions

1. How are numbers expressed?
2. How can place value understanding help us compare order and round numbers?
3. How can we easily multiply and divide large numbers?
4. How can we decide what operation to use when presented with a problem?
5. What are decimals?
6. How can we compute with decimals?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New: prime number, composite number, multiple, convert

Familiar: standard form, factor, product, dividend, divisor, quotient, equation

TOPIC: Number and Operations in Base Ten

Learning Targets

5.1.1a Convert between whole numbers in words and standard form for numbers up to millions.

5.1.1b Convert between numbers in words and standard form for decimals to thousandths.

5.1.1c Write decimals to thousandths in expanded form.

$$347.39 = (3 \times 100) + (4 \times 10) + (7 \times 1) + (3 \times 1/10) + (9 \times 1/100)$$

5.1.2a Round whole numbers to any place value.

5.1.2b Round decimals to any place value.

5.1.3a Compare whole numbers using the symbols for less than (<), greater than (>) and equal (=).

5.1.3b Compare decimals to the hundredths using the symbols for less than (<), greater than (>) and equal (=).

5.1.3c Order numbers with decimals to two decimal places.

5.1.3d Explain that the place value to the right is 10 times greater than a given digit and the place value to the left is 1/10 as great as that digit.

5.1.3e Order whole numbers up to one million from both greatest to least and least to greatest.

5.1.6a List factors of whole numbers.

5.1.6b Explain that a prime number is a number that can be evenly divided only by 1 and itself (e.g., 2, 3, 5, 7, 11).

5.1.6c Explain that a composite number is a number with more than two factors (e.g., 4, 6, 8, 9, 10).

5.1.6d Identify prime and composite numbers by listing factors.

5.2.1a Multiply any number by a multiple of 10.

5.2.1b Multiply any number by a two-digit number.

5.2.1c Multiply any number by a multiple of 100.

5.2.1d Multiply any number by a triple digit number.

5.2.1e Multiply any whole number by any whole number.

5.2.1f Divide any whole number by a multiple of 10.

5.2.1g Divide any whole number by a two-digit divisor.

5.2.1h Divide any whole number by a three-digit divisor.

5.2.1i Divide any whole number with zero in the quotient.

5.2.1j Divide any whole number by a smaller whole number.

5.2.5a Add and subtract decimals.

5.2.5b Estimate to determine whether sums of decimal numbers are reasonable.

5.2.6a Estimate to determine whether answers are reasonable in addition, subtraction, multiplication and division problems.

5.2.6b Explain orally and in writing whether answers are reasonable in addition, subtraction, multiplication and division problems.

5.2.7a Use mental arithmetic to add or subtract simple decimals.

5.5.7a Add with money in decimal notation.

5.5.7b Subtract with money in decimal notation.

TOPIC: Measurement and Data

Learning Targets

5.5.1a Calculate the area of a triangle.

5.5.1b Calculate the area of a parallelogram.

5.5.1c Calculate the area of a trapezoid.

5.5.1d Prove, informally, the formulas for the area of a triangle, parallelogram, and trapezoid.

Students should make the connection between these areas and the area of squares.

5.5.2a Solve problems involving perimeters of rectangles, triangles, parallelograms, and trapezoids, using appropriate units.

5.5.2b Solve problems involving areas of rectangles, triangles, parallelograms, and trapezoids, using appropriate units.

5.5.3a Find the area of complex shapes by dividing them into basic shapes and using formulas for the areas of rectangles and triangles.

5.5.4a Find the surface area of rectangular solids using appropriate units.

5.5.4b Find the volume of rectangular solids using appropriate units.

TOPIC: Mathematical Processes

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

5.7.1a Analyze problems by identifying relationships.

5.7.1b Analyze problems by telling relevant from irrelevant information.

5.7.1c Analyze problems by sequencing and prioritizing information.

5.7.1d Analyze problems by observing patterns.

5.7.2a Decide when and how to break a problem into simpler parts.

5.7.3a Apply strategies and results from simpler problems to solve more complex problems.

5.7.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

5.7.4b Justify solutions with verbal and/or symbolic evidence.

number sentence
algebraic expression
charts, tables, graphs
words
pictures

5.7.5a Recognize the relative advantages of exact and approximate solutions to problems.

5.7.5b Give answers to a specified or appropriate degree of accuracy.

5.7.6a Know and apply appropriate methods for estimating results of rational number computations.

For example, state the answer to the nearest tenth.

5.7.7a Make precise calculations and check the fidelity of the results in the context of the problem.

5.7.8a Explain whether a solution is reasonable in the context of the original situation.

5.7.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problem.

UNIT: Quarter 2 -- 9 Week(s)

Description

Main Topics: Fractions, Geometry

Additional Topics: Problem Solving

Learning Targets Mastered: 5.1.5a, 5.1.7a-d, 5.2.2a-f, 5.2.3a-b, 5.2.4a-b, 5.4.1a-h, 5.4.2a-h, 5.4.3a, 5.4.4a-d, 5.4.5a-b, 5.4.6a-b, 5.4.7a, 5.4.8a-b, 5.4.9a

Big Ideas

1. A unified understanding of numbers is developed by recognizing fractions, decimals, and percents as different representations of rational numbers.
2. Any number, measure, numerical or algebraic expression, or equation can be represented in a variety of ways that have the same value.
3. Numbers can represent quantity, position, location, and relationships and symbols may be used to express these relationships.
4. Objects are uniquely described and classified their attributes and can be measured with specialized tools for a variety of purposes.
5. The four operations are interrelated, and the properties of each may be used to understand the others.
6. Although standard algorithms exist for most mathematical computations, a variety of methods exist for solving the same problem.

Essential Questions

1. What do fractions represent?
2. How can we compute with fractions?
3. How can we communicate about two- and three-dimensional objects?
4. How can we decide what operation to use when presented with a problem?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New: common denominator, reciprocal, degrees, protractor, radius, diameter, compass, equilateral triangle, isosceles triangle, scalene triangle, right triangle, acute triangle, obtuse triangle, equiangular triangle, polygon, pentagon, hexagon, octagon, reflectional symmetry, rotational symmetry, pyramid, vertices, edges, face, attribute

Familiar: fraction, numerator, denominator, mixed number, proper fraction, improper fraction, perpendicular, parallel, acute angle, right angle, triangle, quadrilateral, prism, construct

TOPIC: Number and Operations - Fractions

Learning Targets

5.1.5a Explain different interpretations of fractions: parts of a whole, parts of a set, and as division of whole numbers by whole numbers (orally, written and/or with pictures).

- parts of a whole
- parts of a set
- division of whole numbers by whole numbers
 - o What fraction of a pizza will each person get when 3 pizzas are divided equally among 5 people?
($3/5 = 3 \div 5$)

5.1.7a Plot positive simple fractions on a number line.

5.1.7b Plot positive mixed numbers on a number line.

5.1.7c Plot positive decimals on a number line.

5.1.7d Identify the relative positions of simple fractions, mixed numbers, and decimals.

5.2.2a List multiples of whole numbers up to 10.

5.2.2b Identify common multiples of whole numbers up to 10.

5.2.2c Find equivalent fractions through multiplication or division of numerators and denominators.

5.2.2d Add and subtract fractions with different denominators.

Example: $1/2 + 2/5 = 5/10 + 4/10 = 9/10$

5.2.2e Add mixed numbers with different denominators (with and without regrouping).

Example: $3 \frac{4}{5} + 2 \frac{2}{3} = 3 \frac{12}{15} + 2 \frac{10}{15} = 5 \frac{22}{15} = 6 \frac{7}{15}$

5.2.2f Subtract mixed numbers with different denominators (with and without regrouping).

Without: $3 \frac{4}{5} - 2 \frac{2}{3} = 3 \frac{12}{15} - 2 \frac{10}{15} = 1 \frac{2}{15}$

With: $3 \frac{1}{2} - 2 \frac{3}{4} = 3 \frac{2}{4} - 2 \frac{3}{4} = 2 \frac{6}{4} - 2 \frac{3}{4} = 3/4$

5.2.3a Represent multiplication of fractions with models.

5.2.3b Represent division of fractions with models.

5.2.4a Multiply fractions to solve problems.

5.2.4b Divide fractions to solve problems.

TOPIC: Geometry

Learning Targets

5.4.1a Measure degrees using a protractor.

Concept of the unit of degrees for measurement of angles is based on the 360° in a circle.

5.4.1b Draw angles using a protractor.

5.4.1c Draw perpendicular and parallel lines.

5.4.1d Construct rectangles and triangles given specific measurements.

5.4.1e/5.4.5a Identify radius and diameter of circles.

5.4.1f/5.4.5b Draw radius and diameter of circles.

5.4.1g Measure radius and diameter of circles.

5.4.1h Construct circles given specific measurements using a compass.

5.4.2a Identify triangles by their sides.

equilateral, isosceles, scalene

5.4.2b Describe triangles by their sides.

5.4.2c Draw triangles by their sides.

5.4.2d Classify triangles by their sides.

5.4.2e Identify triangles by their angles.

right, acute, obtuse and equiangular

5.4.2f Describe triangles by their angles.

5.4.2g Draw triangles by their angles.

5.4.2h Classify triangles by their angles.

5.4.3a Identify congruent triangles by their sides and angles.

5.4.4a Identify polygons.

5.4.4b Describe polygons.

5.4.4c Draw polygons.

5.4.4d Classify polygons.

5.4.6a Identify shapes that have reflectional symmetry.

5.4.6b Identify shapes that have rotational symmetry.

5.4.7a Match 90° , 180° , 270° , and 360° with quarter, half, three-quarters, and full turns, respectively.

5.4.8a Construct a prism using appropriate materials and name its attributes.

Prisms are composed of two identical faces connected by lines. For example, a triangular prism is two triangular faces connected at their vertices by three lines. The connecting faces are always rectangles.

5.4.8b Construct a pyramid using appropriate materials and name its attributes.

Pyramids are composed of one face and one point connected by a line. For example: A rectangular pyramid connects the vertices of one rectangle to a point with lines. The connecting faces are always triangles.

5.4.9a Build an object with blocks given a picture of a three-dimensional object.

TOPIC: Mathematical Processes

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

5.7.1a Analyze problems by identifying relationships.

5.7.1b Analyze problems by telling relevant from irrelevant information.

5.7.1c Analyze problems by sequencing and prioritizing information.

5.7.1d Analyze problems by observing patterns.

5.7.2a Decide when and how to break a problem into simpler parts.

5.7.3a Apply strategies and results from simpler problems to solve more complex problems.

5.7.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

5.7.4b Justify solutions with verbal and/or symbolic evidence.

number sentence
algebraic expression
charts, tables, graphs
words
pictures

5.7.5a Recognize the relative advantages of exact and approximate solutions to problems.

5.7.5b Give answers to a specified or appropriate degree of accuracy.

5.7.6a Know and apply appropriate methods for estimating results of rational number computations.

For example, state the answer to the nearest tenth.

5.7.7a Make precise calculations and check the fidelity of the results in the context of the problem.

5.7.8a Explain whether a solution is reasonable in the context of the original situation.

5.7.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problem.

UNIT: Quarter 3 -- 9 Week(s)

Description

Main Topics: Measurement, Percents, Data Analysis

Additional Topics: Problem Solving

Learning Targets Mastered: 5.1.4a-d, 5.5.5a-d, 5.5.6a-c, 5.6.1a-d, 5.6.2a-h

Big Ideas

1. A unified understanding of numbers is developed by recognizing fractions, decimals, and percents as different representations of rational numbers.
2. Numbers can represent quantity, position, location, and relationships and symbols may be used to express these relationships.
3. The four operations are interrelated, and the properties of each may be used to understand the others.
4. Any number, measure, numerical or algebraic expression, or equation can be represented in a variety of ways that have the same value.
5. Two measurement systems, Metric and Standard, have been developed to quantify objects' attributes.
6. Although standard algorithms exist for most mathematical computations, a variety of methods exist for solving the same problem.

Essential Questions

1. How can we communicate about measurement?
2. How can we decide what operation to use when presented with a problem?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New: thousandths, expanded form, percent, complex shape, surface area, volume, rectangular solid, ounce, pound, ton, gram, kilogram, Celsius, Fahrenheit

Familiar: decimal, tenths, hundredths, standard form, perimeter, area, parallelogram, trapezoid, metric

TOPIC: Number and Operations in Base Ten

Learning Targets

5.1.4a Represent percents with objects and/or pictures.

5.1.4b Restate decimals to hundredths as percents.

5.1.4c Find decimal and percent equivalents for common fractions.

$\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$

5.1.4d Explain equivalence of a common fraction and its decimal and percent form.

TOPIC: Measurement and Data

Learning Targets

5.3.4a Identify the x and y axes on a coordinate plane.

5.3.4b Explain that the x-axis is a horizontal number line and the y-axis is a vertical number line.

5.3.4c Plot ordered pairs of positive numbers on a coordinate plane.

5.5.5a Use smaller and larger Metric units for measuring weight.

gram and kilogram

5.5.5b Use smaller and larger Standard units for measuring weight.

ounce and pound

5.5.5c Convert grams to kilograms and kilograms to grams.

5.5.5d Convert ounces to pounds and pounds to ounces.

5.5.6a Compare temperatures in Celsius and Fahrenheit.

5.5.6b Explain that the freezing point of water is 0°C and 32°F.

5.5.6c Explain that the boiling point of water is 100°C and 212°F.

5.6.1a Create a line graph to organize data.

5.6.1b Explain the purpose of each type of data display.

line plot: for data distribution

circle graph: shows relative parts of a whole

line graph: shows change

bar graph: shows comparison

picture graph: shows comparison

frequency table: organizes data

5.6.1c Choose and explain which types of displays are appropriate for various sets of data.

5.6.1d Complete missing information in tables, charts, or graphs.

5.6.2a Define the mean of a data set.

5.6.2b Define the median of a data set.

5.6.2c Define the mode of a data set.

5.6.2d Define the range of a data set.

5.6.2e Find the mean of a data set.

5.6.2f Find the median of a data set.

5.6.2g Find the mode of a data set.

5.6.2h Find the range of a data set.

TOPIC: Mathematical Processes

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

5.7.1a Analyze problems by identifying relationships.

5.7.1b Analyze problems by telling relevant from irrelevant information.

5.7.1c Analyze problems by sequencing and prioritizing information.

5.7.1d Analyze problems by observing patterns.

5.7.2a Decide when and how to break a problem into simpler parts.

5.7.3a Apply strategies and results from simpler problems to solve more complex problems.

5.7.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

5.7.4b Justify solutions with verbal and/or symbolic evidence.

number sentence
algebraic expression
charts, tables, graphs
words
pictures

5.7.5a Recognize the relative advantages of exact and approximate solutions to problems.

5.7.5b Give answers to a specified or appropriate degree of accuracy.

5.7.6a Know and apply appropriate methods for estimating results of rational number computations.

For example, state the answer to the nearest tenth.

5.7.7a Make precise calculations and check the fidelity of the results in the context of the problem.

5.7.8a Explain whether a solution is reasonable in the context of the original situation.

5.7.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problem.

UNIT: Quarter 4 -- 9 Week(s)

Description

Main Topics: Algebra, Graphing and Ordered Pairs, Data Analysis, Probability

Additional Topics: Problem Solving

Learning Targets Mastered: 5.3.1a, 5.3.2a-b, 5.3.3a-c, 5.3.4a-c, 5.3.5a-c, 5.3.6a-c, 5.3.7a-b, 5.6.3a-c, 5.6.4a, 5.7.1a-d, 5.7.2a, 5.7.3a, 5.7.4a-b, 5.7.5a-b, 5.7.6a, 5.7.7a, 5.7.8a, 5.7.9a

Big Ideas

1. Data can be organized with a variety of graphic organizers and analyzed using measures of central tendency.
2. A linear equation can be used to represent real world situations.
3. Any number, measure, numerical or algebraic expression, or equation can be represented in a variety of ways that have the same value.
4. Numbers can represent quantity, position, location, and relationships, and symbols may be used to express these relationships.
5. The four operations are interrelated, and the properties of each may be used to understand the others.
6. Although standard algorithms exist for most mathematical computations, a variety of methods exist for solving the same problem.

Essential Questions

1. How can we organize and analyze data to successfully communicate with one another?
2. How can we express a problem in algebraic form?

3. How can we decide what operation to use when presented with a problem?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Calculate or Solve: Students are often asked to perform operations in an expression, such as, addition, subtraction, multiplication and division. Students are often asked to perform operations in order to find missing variables/elements of an expression.

Classify: "Classify the shapes below according to the number of sides."

Compare: "Compare the five numbers below. Place them in order from LEAST to GREATEST."

Complete: Students may need to complete missing information in tables, charts or graphs.

Describe: "Describe how Tony found that the boys in his class like football more than baseball using the information from the chart."

Diagram: A drawing or representation may be provided as a visual aid to assist students in understanding or solving the problem.

Equivalent: "Use the diagrams below to show the equivalent fraction of 0.25."

Estimate: "Round 143 and 327 to the nearest tens and ESTIMATE the sum."

Explain: "Use words, numbers, and/or symbols to explain..."

Plot, Plotting, Plotted: "Plot the points (3,1), (6,2), and (9,3) on the coordinate plane."

Support/Justify: "Use words, numbers, and/or symbols to support your answer." "Is Harry correct? Justify your answer using words, numbers, and/or symbols."

New: line graph, variable, algebraic expression, distributive property, parentheses, brackets, braces, coordinate plane, x-axis, y-axis, ordered pair, linear equation, mean, median, mode, range

Familiar: probability, commutative property, associative property

TOPIC: Operations and Algebraic Thinking

Learning Targets

5.3.1a Use a variable to represent an unknown number.

5.3.2a Evaluate algebraic expressions with one or two variables through substitution.

5.3.2b Write simple algebraic expressions with one or two variables.

5.3.3a Solve equations involving parentheses, brackets, or braces.

5.3.3b Write equations using parentheses, brackets, or braces.

5.3.3c Solve problems using the distributive property.

Note: This would be a great time to name and review the commutative and associative properties of addition and multiplication.

5.3.4a Identify the x and y axes on a coordinate plane.

5.3.4b Explain that the x-axis is a horizontal number line and the y-axis is a vertical number line.

5.3.4c Plot ordered pairs of positive numbers on a coordinate plane.

5.3.5a Plot ordered pairs on graph paper and connect them with a line.

5.3.5b Create a table of values for x and y that satisfy a given linear equation.

5.3.5c Determine ordered pairs for a linear equation.

5.3.6a Find the distance between two points on a horizontal line on a coordinate plane.

5.3.6b Find the distance between two points on a vertical line on a coordinate plane.

5.3.6c Find the distance between two points on a vertical or horizontal line on a coordinate plane given only the ordered pair.

5.3.7a Answer questions using information from a graph or diagram.

5.3.7b Solve problems using information from equations.

TOPIC: Measurement and Data

Learning Targets

- 5.6.3a Explain that events that are not going to happen have a probability of 0.
- 5.6.3b Explain that events that are certain to happen have a probability of 1.
- 5.6.3c Explain that probabilities that are more likely to occur have a higher numerical probability.
- 5.6.4a Give the experimental probability of a situation verbally and numerically.

TOPIC: Mathematical Processes

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

- 5.7.1a Analyze problems by identifying relationships.
- 5.7.1b Analyze problems by telling relevant from irrelevant information.
- 5.7.1c Analyze problems by sequencing and prioritizing information.
- 5.7.1d Analyze problems by observing patterns.
- 5.7.2a Decide when and how to break a problem into simpler parts.
- 5.7.3a Apply strategies and results from simpler problems to solve more complex problems.
- 5.7.4a Express solutions clearly and logically by using the appropriate mathematical terms and notation.
- 5.7.4b Justify solutions with verbal and/or symbolic evidence.
 - number sentence
 - algebraic expression
 - charts, tables, graphs
 - words
 - pictures
- 5.7.5a Recognize the relative advantages of exact and approximate solutions to problems.
- 5.7.5b Give answers to a specified or appropriate degree of accuracy.
- 5.7.6a Know and apply appropriate methods for estimating results of rational number computations.
 - For example, state the answer to the nearest tenth.
- 5.7.7a Make precise calculations and check the fidelity of the results in the context of the problem.
- 5.7.8a Explain whether a solution is reasonable in the context of the original situation.
- 5.7.9a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problem.

Course Overview

Reading and Literature, Grade 6, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in content that is interest- and age-appropriate. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

Language Arts, Grade 6, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening (Standards 4-7) in interest- and age-appropriate content. Students apply language skills and strategies they learned in earlier grades. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction and nonfiction selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students also listen to literature read aloud to themselves and write independently for enjoyment.

Scope and Sequence

Timeframe	Unit	Instructional Topics
9 Week(s)	Quarter 1	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language
9 Week(s)	Quarter 2	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language
9 Week(s)	Quarter 3	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language
9 Week(s)	Quarter 4	1. Reading Literature 2. Reading Informational Text 3. Writing 4. Speaking and Listening 5. Language

Course Details

UNIT: Quarter 1 -- 9 Week(s)

Description

The educational practitioners who developed this standards map respect best practices used in English/Language Arts instruction and created this map with the intention of promoting the following:

- Skills and content be revisited and developed throughout an academic year;
- Good literature, effective writing, and effective speaking are companion concepts;
- Language usage, conventions, and grammar are more effective when taught as companions to the study and practice of effective composition skills.

The following Learning Targets will be assessed on the Acuity pre- and post-tests and should be mastered by the end of the quarter:

6.1.2a-d, 6.1.3a-b, 6.1.4a, 6.1.5a-b, 6.2.3a-b, 6.3.1a-b, 6.3.2a-b, 6.3.3a, 6.3.5a-c, 6.3.6a-b,

6.3.7a, 6.3.8a-b, 6.3.9a-b, 6.4.2b, 6.4.8a-b, 6.5.6a, 6.5.8a, 6.6.1b-c, 6.6.2i, 6.6.5a, 6.6.6a

It is vital that all Learning Targets within each quarter be taught. The following Learning Targets should be introduced and assessed in class during this quarter:

6.2.4a, 6.4.1a-c, 6.4.3a-e, 6.4.4a, 6.4.7a-c, 6.4.9a-b, 6.4.10a, 6.5.4a-c, 6.5.7a-c, 6.6.1a,

6.6.1d-f, 6.6.2a-h, 6.6.3a-c, 6.6.4a, 6.6.6b-d, 6.7.10a-d, 6.7.12a, 6.7.17a

Big Ideas

1. Quality sentences may be varied and complex.
2. Good readers understand the elements of fiction used by an author to achieve specific effects.
3. Good readers think about what they read to better understand themselves and the world around them.
4. Good readers and writers improve their vocabulary using a variety of strategies.

Essential Questions

1. How will learning about phrases and clauses help me become a better writer?
2. How does an understanding of elements of fiction help me understand, respond to, and reflect on a novel?
3. Why is it important to learn about verb tenses?
4. How will an expanded vocabulary enhance my reading and writing?
5. How does the point of view of a story impact its plot?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Clarity/Clarify: "Most clearly and correctly expresses..." "The best way to write the sentence to make it clear and concise."

Combine: "What is the best way to combine the following sentences?"

Compare and Contrast: "How does one view of the story differ from the other...?" "What is the main difference between the article and the passage?"

Describe: "Which of these sentences describes the theme of the story?" "Which word best describes the actions of the character?"

Explain: "Which sentence best explains the author's purpose?"

Express: "Which statement best expresses the main idea?" "Choose the sentence that is most clearly expressed?"

Revise: "Which of the following is the best way to revise...?"

Sequence: "Which sentence best completes the sequence of events?"

READING, LITERATURE, AND LANGUAGE ARTS, GRADE 6

English Language Arts
Grade 6, Duration 1 Year

Summarize: "Which statement best summarizes the paragraph?"

Supporting Details/Use of Evidence: "Support your response with details from the passage."

first-person narration, third-person narration, complex sentences, coordinating conjunctions, explanation, genre, indefinite pronoun, subordinating conjunctions, tension

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.1.1b Read aloud grade-level-appropriate literary texts accurately and fluently with appropriate timing, changes in voice, and expression.

6.1.2a Locate metaphors and similes in prose and poetry.

6.1.2b Describe how similes and metaphors influence a text's meaning.

6.3.1a Describe the major characteristics of different literary genres.

6.3.1b Match literary genres with their corresponding characteristics.

Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.

6.3.2a Analyze how a character's qualities impact the plot.

6.3.2b Analyze how a character's qualities impact the conflict's resolution.

6.3.3a Analyze the influence of the setting on the problem (conflict) and its resolution.

Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book *The Watsons Go to Birmingham — 1963* by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.

6.3.5a Define and recognize first-person narration.

6.3.5b Define and recognize third-person narration.

6.3.5c. Describe the difference between first and third person narration.

6.3.5d Compare first and third person perspectives as they relate to specific literary works.

Example: Read books such as *Bearstone* by Will Hobbs or *The Prince and the Pauper* by Mark Twain to compare the perspective of a first-person versus a third-person narrator.

6.3.6a Identify the features of themes as conveyed through characters, actions, and images.

6.3.6b Analyze features of particular themes as conveyed through characters, actions, and images (i.e., loyalty as exhibited by various characters in the same story).

6.3.7a Explain the effects of common literary devices (i.e., symbolism, imagery, metaphor) in a variety of fictional texts.

6.3.8a Critique the believability of characters in a variety of literary texts.

6.3.8b Critique the extent to which the plot of a literary text is believable or realistic.

6.3.9a Identify the main problem (conflict) of the plot in a literary text.

6.3.9b Explain how the main problem (conflict) of a literary text is resolved.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.2.3a Identify the relationships between the main ideas of a text, information from multiple sources, and information about related topics.

6.2.3b Clarify the main ideas of a text by identifying their relationships to multiple sources and related topics.

6.2.4a Create outlines, notes, diagrams, summaries, or reports in order to clarify understandings from informational texts.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

6.4.10a Revise writing to improve the organization and consistency of ideas within and between paragraphs.

6.4.1a Brainstorm increasingly complex writing ideas.

6.4.1b List writing ideas in a notebook.

6.4.1c Utilize graphic organizers when prewriting.

6.4.2b Choose the form of writing that best suits the intended purpose.

6.4.3a Construct an opening paragraph that engages the readers' interest in the writing.

6.4.3b State the purpose of the writing (main idea) clearly in the opening paragraph.

6.4.3c Use supporting details and precise language to develop the topic.

6.4.3d Conclude the writing with a detailed summary that restates the purpose of the writing.

6.4.3e Write an informational piece of several paragraphs that contains an introduction, body, and a conclusion.

6.4.4a Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

6.4.7a Use word processing skills to format a document.

6.4.7b Use principles of design (margins, tabs, spacing, columns, and page orientation) to format a document.

6.4.7c Combine processing skills and design principles to format documents.

6.4.8a Critique writing for meaning and clarity.

6.4.8b Revise writing for meaning and clarity.

6.4.9a Use an editing checklist with specific examples of frequent errors and corrections to edit writing.

6.4.9b Use an editing checklist with specific examples of frequent errors and corrections to edit peers' writing.

6.5.4a Develop an interpretation of grade-level-appropriate responses to literature that show careful reading, understanding, and insight.

6.5.4b Organize the interpretation of grade-level-appropriate responses around several clear ideas.

6.5.4c Support statements with evidence from grade-level-appropriate literature.

6.5.6a Use varied word choices to make writing interesting.

6.5.7a Compose increasingly complex writing for different purposes (i.e., information, persuasion, description).

6.5.7b Compose increasingly complex writing directed to a specific audience or person.

6.5.7c Modify tone and style as necessary in writing.

6.5.8a Compose increasingly complex summaries that include the main ideas and most significant details of the reading selection.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

6.7.10a Define tension in a narrative.

6.7.10b Create a context, plot, and point of view for an increasingly complex narrative presentation.

6.7.10c Apply sensory details and specific language to develop the plot and characters of a narrative.

6.7.10d Use a range of narrative devices (i.e., dialogue, tension, suspense, figurative language, repetition) in a narrative presentation.

6.7.12a Deliver oral responses to literature that: • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text.

6.7.17a Compose increasingly complex descriptive presentations that use concrete sensory details to introduce and support impressions of people, places, things, and/or experiences.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

6.1.2c Identify words with multiple meanings (e.g., Understand the different meanings of the word primary: Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election).

6.1.2d Explain the intended use of words with multiple meanings in prose, poetry, and informational text.

6.1.3a Recognize the origins and meanings of frequently used foreign words in English (i.e., enchilada, lasagna, and delicatessen).

6.1.3b Use foreign words correctly in oral and written language.

Understand foreign words that are often used in English, such as enchilada (Spanish), lasagna (Italian), and delicatessen (German).

6.1.4a Define unknown words in informational texts by using context clues (e.g., clues from words, sentences, and paragraphs).

6.1.5a Identify synonyms that have slightly different meanings (e.g., Explain the difference between when someone is described as speaking softly and when someone is described as speaking quietly).

6.1.5b Explain slight differences in meaning in related words.

6.6.1a Identify complex sentences.

6.6.1b Compose increasingly complicated simple and compound sentences.

6.6.1c Compose complex sentences.

6.6.1d Define coordinating conjunctions and explain their function in compound sentences.

6.6.1e Compose compound sentences that use effective coordination of ideas to express complete thoughts.

6.6.1f Define subordinating conjunctions and explain their function in complex sentences to express complete thoughts.

6.6.2a Identify indefinite pronouns (i.e., all, another, both, each, either, few, many, none, one, other, several, some).

6.6.2b Include indefinite pronouns in increasingly complex sentences.

6.6.2c Identify present perfect verbs (have been, has been) in sentences.

6.6.2d Include present perfect verbs in increasingly complex sentences.

6.6.2e Identify past perfect verbs (had been) in sentences.

6.6.2f Include past perfect verbs in increasingly complex sentences.

6.6.2g Identify future perfect verbs (shall have been) in sentences.

6.6.2h Include future perfect verbs in increasingly complex sentences.

6.6.2i Use correct verb agreement with singular and compound subjects.

6.6.3a Identify and use colons after the salutation in a business letter.

6.6.3b Identify and use semi-colons to connect main clauses.

6.6.3c Include commas before the conjunction in compound sentences.

6.6.4a Employ correct capitalization in increasingly complex writing.

6.6.5a Identify and correctly spell frequently misspelled words (i.e., their/they're/there, loose/lose/loss, choose/chose, through/threw).

6.6.6a Identify and correctly use prepositional phrases in increasingly complex sentences.

6.6.6b Identify and correctly use appositives in increasingly complex sentences.

6.6.6c Identify and correctly use main clauses in increasingly complex sentences.

6.6.6d Identify and correctly use subordinate clauses in increasingly complex sentences.

UNIT: Quarter 2 -- 9 Week(s)

Description

The following Learning Targets will be assessed on the Acuity pre- and post-tests and should be mastered by the end of the quarter:

6.1.2d, 6.1.4a, 6.2.1a-b, 6.2.4a, 6.2.6b-c, 6.2.7a-b, 6.2.8a, 6.3.1a-b, 6.3.4a, 6.3.6a-b, 6.3.7a,
6.4.8a-b, 6.4.10a, 6.5.8a, 6.6.5a

It is vital that all Learning Targets within each quarter be taught. The following Learning Targets should be introduced/reviewed and assessed in class during this quarter:

6.1.1a-c, 6.1.2a-c, 6.1.3a-b, 6.2.2a, 6.2.3a-b, 6.2.6a, 6.2.9a-c, 6.3.7b, 6.4.1a-c, 6.4.2a-b,
6.4.3a-e, 6.4.4a, 6.4.7a-c, 6.4.9a-b, 6.5.1a-c, 6.5.2a-c, 6.5.4a-c, 6.5.5a-d, 6.5.6a, 6.5.7a-c,
6.7.1a, 6.7.2d, 6.7.3a-b, 6.7.8a-c, 6.7.9a-c, 6.7.15a, 6.7.16a-b

Big Ideas

1. Informational text has a recognizable format and specific use.
2. Literary response deepens understanding of literature.
3. Many forms of writing may include figurative language.
4. Persuasion influences readers, writers, and listeners.

Essential Questions

1. How can I decide if information is relevant?
2. How can formatting help me to understand nonfiction/informational writing?
3. How does thinking about and responding to literature deepen my understanding of content?
4. How does figurative language lead to a better understanding of writing?
5. How can using persuasive techniques help me understand oral and written communication?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Clarity/Clarify: "Most clearly and correctly expresses..." "The best way to write the sentence to make it clear and concise."

Combine: "What is the best way to combine the following sentences?"

Compare and Contrast: "How does one view of the story differ from the other...?" "What is the main difference between the article and the passage?"

Describe: "Which of these sentences describes the theme of the story?" "Which word best describes the actions of the character?"

Explain: "Which sentence best explains the author's purpose?"

Express: "Which statement best expresses the main idea?" "Choose the sentence that is most clearly expressed?"

Revise: "Which of the following is the best way to revise...?"

Sequence: "Which sentence best completes the sequence of events?"

Summarize: "Which statement best summarizes the paragraph?"

Supporting Details/Use of Evidence: "Support your response with details from the passage."

alliteration, onomatopoeia, persuasion, propaganda, rhetorical devices, rhythm, thesis

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.1.1a Read aloud grade-level-appropriate poems accurately and fluently with appropriate timing, changes in voice, and expression.

6.1.1b Read aloud grade-level-appropriate literary texts accurately and fluently with appropriate timing, changes in voice, and expression.

6.1.2a Locate metaphors and similes in prose and poetry.

6.1.2b Describe how similes and metaphors influence a text's meaning.

6.3.1a Describe the major characteristics of different literary genres.

6.3.1b Match literary genres with their corresponding characteristics.

Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.

6.3.4a Describe how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhyme, rhythm, and/or alliteration.

Example: Describe the features of a poem, such as "Mother to Son" by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.

6.3.6a Identify the features of themes as conveyed through characters, actions, and images.

6.3.6b Analyze features of particular themes as conveyed through characters, actions, and images (i.e., loyalty as exhibited by various characters in the same story).

6.3.7a Explain the effects of common literary devices (i.e., symbolism, imagery, metaphor) in a variety of fictional texts.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.1.1c Read aloud grade-level-appropriate informational texts accurately and fluently with appropriate timing, changes in voice, and expression.

6.2.1a Identify structural features (such as indexes, titles, subtitles, charts, and bylines) of popular media (newspapers, magazines, and online information).

Structural features include (but are not limited to) titles, subtitles, captions, charts, and bylines.

6.2.1b Use structural features of popular media to obtain information.

6.2.2a Analyze text that uses a compare-and-contrast organizational pattern.

6.2.3a Identify the relationships between the main ideas of a text, information from multiple sources, and information about related topics.

6.2.3b Clarify the main ideas of a text by identifying their relationships to multiple sources and related topics.

6.2.4a Create outlines, notes, diagrams, summaries, or reports in order to clarify understandings from informational texts.

6.2.5a Follow multiple-step instructions for preparing applications.

(e.g., a public library card, a bank savings account, contest forms, or membership forms to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization)

6.2.6a Restate the evidence in an informational text.

6.2.6b Determine the appropriateness of evidence supporting an author's conclusions.

6.2.6c Evaluate whether the author adequately supports inferences.

6.2.7a Make logical statements and conclusions about a text.

6.2.7b Support statements and conclusions with evidence from the text.

6.2.8a Describe how an author's choice of words, examples, and reasons are intended to persuade the reader of something.

6.2.9a Identify problems with an author's use of figures of speech.

6.2.9b Identify problems with an author's use of logic.

6.2.9c Identify problems with an author's use of reasoning (assumption and choice of facts or evidence).

6.3.7b Explain the effects of common literary devices (i.e., symbolism, imagery, metaphor) in a variety of nonfictional texts.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

6.4.10a Revise writing to improve the organization and consistency of ideas within and between paragraphs.

6.4.1a Brainstorm increasingly complex writing ideas.

6.4.1b List writing ideas in a notebook.

6.4.1c Utilize graphic organizers when prewriting.

6.4.2a Match forms of writing to corresponding purposes.

6.4.2b Choose the form of writing that best suits the intended purpose.

6.4.3a Construct an opening paragraph that engages the readers' interest in the writing.

6.4.3b State the purpose of the writing (main idea) clearly in the opening paragraph.

6.4.3c Use supporting details and precise language to develop the topic.

6.4.3d Conclude the writing with a detailed summary that restates the purpose of the writing.

6.4.3e Write an informational piece of several paragraphs that contains an introduction, body, and a conclusion.

6.4.4a Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

6.4.7a Use word processing skills to format a document.

6.4.7b Use principles of design (margins, tabs, spacing, columns, and page orientation) to format a document.

6.4.7c Combine processing skills and design principles to format documents.

6.4.8a Critique writing for meaning and clarity.

6.4.8b Revise writing for meaning and clarity.

6.4.9a Use an editing checklist with specific examples of frequent errors and corrections to edit writing.

6.4.9b Use an editing checklist with specific examples of frequent errors and corrections to edit peers' writing.

6.5.1a Compose and develop a plot, setting, and point of view in increasingly complex narratives.

6.5.1b Use sensory details and clear language to develop plots and characters in increasingly complex narratives.

6.5.1c Apply a variety of narrative devices (i.e., dialogue, suspense, figurative language, repetition) in increasingly complex narratives.

6.5.2a Define the term thesis statement.

6.5.2b Develop thesis statements.

6.5.2c Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that clearly state a thesis, explain the situation (or context), and offer organized evidence to support arguments and conclusions.

6.5.4a Develop an interpretation of grade-level-appropriate responses to literature that show careful reading, understanding, and insight.

6.5.4b Organize the interpretation of grade-level-appropriate responses around several clear ideas.

6.5.4c Support statements with evidence from grade-level-appropriate literature.

6.5.5a State a clear persuasive position which addresses a grade-level-appropriate proposition or proposal.

6.5.5b Support the position with organized, relevant evidence and effective emotional appeals.

6.5.5c Anticipate and address reader concerns and counterarguments.

6.5.5d Compose a persuasive composition.

6.5.6a Use varied word choices to make writing interesting.

6.5.7a Compose increasingly complex writing for different purposes (i.e., information, persuasion, description).

6.5.7b Compose increasingly complex writing directed to a specific audience or person.

6.5.7c Modify tone and style as necessary in writing.

6.5.8a Compose increasingly complex summaries that include the main ideas and most significant details of the reading

selection.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

6.7.15a Ask grade-level and subject appropriate questions that seek information not already discussed.

6.7.16a Identify powerful techniques used in oral and media communications that influence readers or viewers.

6.7.16b Evaluate the evidence used to support the techniques used in oral and media communications.

6.7.1a Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the speaker's nonverbal message (such as posture, gesture, and eye contact).

6.7.2d Identify tone, mood, and emotion in oral communication.

6.7.3a Restate multiple-step oral instructions and directions.

6.7.3b Follow multiple-step oral instructions and directions.

6.7.8a Define onomatopoeia.

6.7.8b Identify rhetorical devices (e.g., rhythm and timing of speech, repetitive patterns, and onomatopoeia).

6.7.8c Examine the effectiveness of rhetorical devices based on the effects of the oral communication.

6.7.9a Define propaganda as it is used in electronic media (e.g., television, radio, online sources).

6.7.9b Locate persuasive and propaganda techniques in electronic media.

6.7.9c Identify false and misleading information in electronic media.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

6.1.2c Identify words with multiple meanings (e.g., Understand the different meanings of the word primary: Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election).

6.1.2d Explain the intended use of words with multiple meanings in prose, poetry, and informational text.

6.1.3a Recognize the origins and meanings of frequently used foreign words in English (i.e., enchilada, lasagna, and delicatessen).

6.1.3b Use foreign words correctly in oral and written language.

Understand foreign words that are often used in English, such as enchilada (Spanish), lasagna (Italian), and delicatessen (German).

6.1.4a Define unknown words in informational texts by using context clues (e.g., clues from words, sentences, and paragraphs).

6.6.5a Identify and correctly spell frequently misspelled words (i.e., their/they're/there, loose/lose/loss, choose/chose, through/threw).

UNIT: Quarter 3 -- 9 Week(s)

Description

The following Learning Targets will be assessed on the Acuity pre- and post-tests and should be mastered by the end of the quarter:

6.1.2a, 6.1.2c-d, 6.1.3a-b, 6.1.4a, 6.2.1b, 6.2.3a-b, 6.2.4a, 6.2.6b-c, 6.2.7a-b, 6.3.4a, 6.3.6a-b,

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6.3.9a-b, 6.4.8a-b, 6.4.10a, 6.5.6a, 6.6.1e, 6.6.2a

It is vital that all Learning Targets within each quarter be taught. The following Learning Targets should be introduced/reviewed and assessed in class during this quarter:

6.1.1b-c, 6.2.6a, 6.4.1a-c, 6.4.2a-b, 6.4.3a-e, 6.4.4a, 6.4.5a, 6.4.7a-c, 6.4.9a-b, 6.5.2b-c,

6.5.3a-h, 6.5.4a-c, 6.5.7a-c, 6.6.1a-d, 6.6.1f, 6.6.2b-i, 6.6.5a, 6.7.11a-c, 6.7.15a

Big Ideas

1. Good writers rely on a process to create their final products.
2. Quality research requires the investigation of multiple sources of information.
3. The target audience and purpose of a presentation should determine its style and structure.
4. Sophisticated vocabulary improves writing.

Essential Questions

1. How does an organizational plan improve my writing?
2. How does a wide vocabulary enhance my writing?
3. What research tools help me produce a quality research product?
4. How do I determine the validity of a source?
5. How does knowing my audience affect purpose and writing style?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Clarity/Clarify: "Most clearly and correctly expresses..." "The best way to write the sentence to make it clear and concise."

Combine: "What is the best way to combine the following sentences?"

Compare and Contrast: "How does one view of the story differ from the other...?" "What is the main difference between the article and the passage?"

Describe: "Which of these sentences describes the theme of the story?" "Which word best describes the actions of the character?"

Explain: "Which sentence best explains the author's purpose?"

Express: "Which statement best expresses the main idea?" "Choose the sentence that is most clearly expressed?"

Revise: "Which of the following is the best way to revise...?"

Sequence: "Which sentence best completes the sequence of events?"

Summarize: "Which statement best summarizes the paragraph?"

Supporting Details/Use of Evidence: "Support your response with details from the passage."

accuracy, bias, credibility

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.1.1b Read aloud grade-level-appropriate literary texts accurately and fluently with appropriate timing, changes in voice, and expression.

6.1.2a Locate metaphors and similes in prose and poetry.

6.3.4a Describe how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhyme, rhythm, and/or alliteration.

Example: Describe the features of a poem, such as "Mother to Son" by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.

6.3.6a Identify the features of themes as conveyed through characters, actions, and images.

6.3.6b Analyze features of particular themes as conveyed through characters, actions, and images (i.e., loyalty as exhibited by various characters in the same story).

6.3.9a Identify the main problem (conflict) of the plot in a literary text.

6.3.9b Explain how the main problem (conflict) of a literary text is resolved.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.1.1c Read aloud grade-level-appropriate informational texts accurately and fluently with appropriate timing, changes in voice, and expression.

6.2.1b Use structural features of popular media to obtain information.

6.2.3a Identify the relationships between the main ideas of a text, information from multiple sources, and information about related topics.

6.2.3b Clarify the main ideas of a text by identifying their relationships to multiple sources and related topics.

6.2.4a Create outlines, notes, diagrams, summaries, or reports in order to clarify understandings from informational texts.

6.2.6a Restate the evidence in an informational text.

6.2.6b Determine the appropriateness of evidence supporting an author's conclusions.

6.2.6c Evaluate whether the author adequately supports inferences.

6.2.7a Make logical statements and conclusions about a text.

6.2.7b Support statements and conclusions with evidence from the text.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

6.4.10a Revise writing to improve the organization and consistency of ideas within and between paragraphs.

6.4.1a Brainstorm increasingly complex writing ideas.

6.4.1b List writing ideas in a notebook.

6.4.1c Utilize graphic organizers when prewriting.

6.4.2a Match forms of writing to corresponding purposes.

6.4.2b Choose the form of writing that best suits the intended purpose.

6.4.3a Construct an opening paragraph that engages the readers' interest in the writing.

6.4.3b State the purpose of the writing (main idea) clearly in the opening paragraph.

6.4.3c Use supporting details and precise language to develop the topic.

6.4.3d Conclude the writing with a detailed summary that restates the purpose of the writing.

6.4.3e Write an informational piece of several paragraphs that contains an introduction, body, and a conclusion.

6.4.4a Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

6.4.5a Use note-taking skills when completing research for writing.

6.4.6a Locate information with a computer by using the organizational features of databases, keyword searches, and e-mail addresses.

6.4.7a Use word processing skills to format a document.

6.4.7b Use principles of design (margins, tabs, spacing, columns, and page orientation) to format a document.

6.4.7c Combine processing skills and design principles to format documents.

6.4.8a Critique writing for meaning and clarity.

6.4.8b Revise writing for meaning and clarity.

6.4.9a Use an editing checklist with specific examples of frequent errors and corrections to edit writing.

6.4.9b Use an editing checklist with specific examples of frequent errors and corrections to edit peers' writing.

6.5.2b Develop thesis statements.

6.5.2c Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that clearly state a thesis, explain the situation (or context), and offer organized evidence to support arguments and conclusions.

6.5.3a Apply a systematic research process (define the topic, gather information, determine credibility, and report findings) to develop a research report.

6.5.3b Define accuracy, bias, and credibility in relation to cited material.

6.5.3c Evaluate informational sources for accuracy, bias, and credibility.

6.5.3d Use information from a variety of sources (books, technology, multimedia) in order to acquire information for a research report.

6.5.3e Use a consistent format for citations of referenced materials.

6.5.3f Summarize information gathered for a research report.

6.5.3g Distinguish between one's own ideas and the ideas of others when writing a research report.

6.5.3h Include a bibliography and a works cited at the end of a research report.

6.5.4a Develop an interpretation of grade-level-appropriate responses to literature that show careful reading, understanding, and insight.

6.5.4b Organize the interpretation of grade-level-appropriate responses around several clear ideas.

6.5.4c Support statements with evidence from grade-level-appropriate literature.

6.5.6a Use varied word choices to make writing interesting.

6.5.7a Compose increasingly complex writing for different purposes (i.e., information, persuasion, description).

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6.5.7b Compose increasingly complex writing directed to a specific audience or person.

6.5.7c Modify tone and style as necessary in writing.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

6.7.11a Deliver increasingly complex informative presentations that pose relevant questions that can be answered in a clear and concise manner.

6.7.11b Deliver increasingly complex informative presentations that develop a topic with facts, details, examples, and explanations.

6.7.11c Locate and use multiple authoritative sources (i.e., speakers, periodicals, online information) to develop informative presentations.

6.7.15a Ask grade-level and subject appropriate questions that seek information not already discussed.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

6.1.2c Identify words with multiple meanings (e.g., Understand the different meanings of the word primary: Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election).

6.1.2d Explain the intended use of words with multiple meanings in prose, poetry, and informational text.

6.1.3a Recognize the origins and meanings of frequently used foreign words in English (i.e., enchilada, lasagna, and delicatessen).

6.1.3b Use foreign words correctly in oral and written language.

Understand foreign words that are often used in English, such as enchilada (Spanish), lasagna (Italian), and delicatessen (German).

6.1.4a Define unknown words in informational texts by using context clues (e.g., clues from words, sentences, and paragraphs).

6.5.3b Define accuracy, bias, and credibility in relation to cited material.

6.6.1a Identify complex sentences.

6.6.1b Compose increasingly complicated simple and compound sentences.

6.6.1c Compose complex sentences.

6.6.1d Define coordinating conjunctions and explain their function in compound sentences.

6.6.1e Compose compound sentences that use effective coordination of ideas to express complete thoughts.

6.6.1f Define subordinating conjunctions and explain their function in complex sentences to express complete thoughts.

6.6.2a Identify indefinite pronouns (i.e., all, another, both, each, either, few, many, none, one, other, several, some).

6.6.2b Include indefinite pronouns in increasingly complex sentences.

6.6.2c Identify present perfect verbs (have been, has been) in sentences.

6.6.2d Include present perfect verbs in increasingly complex sentences.

6.6.2e Identify past perfect verbs (had been) in sentences.

6.6.2f Include past perfect verbs in increasingly complex sentences.

6.6.2g Identify future perfect verbs (shall have been) in sentences.

6.6.2h Include future perfect verbs in increasingly complex sentences.

6.6.2i Use correct verb agreement with singular and compound subjects.

6.6.5a Identify and correctly spell frequently misspelled words (i.e., their/they're/there, loose/lose/loss, choose/chose, through/threw).

UNIT: Quarter 4 -- 9 Week(s)

Description

The following Learning Targets will be assessed on the Acuity pre- and post-tests and should be mastered by the end of the quarter:

6.1.2c-d, 6.1.4a, 6.1.5a-b, 6.2.1a-b, 6.2.4a, 6.2.7a-b, 6.3.3a, 6.3.7a-b, 6.3.8a-b, 6.3.9a-b,

6.4.2a-b, 6.4.8a-b, 6.4.10a, 6.5.8a, 6.6.1b, 6.6.1d, 6.6.2a-i

It is vital that all Learning Targets within each quarter be taught. The following Learning Targets should be introduced/reviewed and assessed in class during this quarter:

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6.1.1b-c, 6.1.3a-b, 6.2.3a-b, 6.2.6a, 6.4.1a-c, 6.4.3a-e, 6.4.4a, 6.4.6a, 6.4.7a-c, 6.4.9a-b,
6.5.1a-c, 6.5.2b-c, 6.5.4a-c, 6.5.6a, 6.5.7a-c, 6.6.1a, 6.6.1c-d, 6.6.1f, 6.6.5a, 6.7.1a, 6.7.2d,
6.7.4a-b, 6.7.5a, 6.7.6a-b, 6.7.7a, 6.7.8c, 6.7.10b-d, 6.7.11a-c, 6.7.13a, 6.7.14a, 6.7.15a,
6.7.17a

Big Ideas

1. Oral communication involves structure and technique.
2. Word choice impacts the effectiveness of an oral presentation.
3. Selecting the proper tone and mood of a speech affects the audience's emotions.

Essential Questions

1. How will I become better at speaking in front of a group?
2. How can my knowledge increase by listening to others?
3. How do tone, mood, and emotion influence a listener's understanding of oral communication?
4. How do I match an oral presentation's structure to my purpose and audience?
5. How does understanding the structure of narrative and expository writing help me develop an effective presentation?

Vocabulary

Standards and Assessment (ISTEP+) Vocabulary:

Clarity/Clarify: "Most clearly and correctly expresses..." "The best way to write the sentence to make it clear and concise."

Combine: "What is the best way to combine the following sentences?"

Compare and Contrast: "How does one view of the story differ from the other...?" "What is the main difference between the article and the passage?"

Describe: "Which of these sentences describes the theme of the story?" "Which word best describes the actions of the character?"

Explain: "Which sentence best explains the author's purpose?"

Express: "Which statement best expresses the main idea?" "Choose the sentence that is most clearly expressed?"

Revise: "Which of the following is the best way to revise...?"

Sequence: "Which sentence best completes the sequence of events?"

Summarize: "Which statement best summarizes the paragraph?"

Supporting Details/Use of Evidence: "Support your response with details from the passage."

emotion, mood, problem-and-solution, tone

TOPIC: Reading Literature

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.1.1b Read aloud grade-level-appropriate literary texts accurately and fluently with appropriate timing, changes in voice, and expression.

6.3.3a Analyze the influence of the setting on the problem (conflict) and its resolution.

Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book *The Watsons Go to Birmingham — 1963* by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.

6.3.7a Explain the effects of common literary devices (i.e., symbolism, imagery, metaphor) in a variety of fictional texts.

6.3.7b Explain the effects of common literary devices (i.e., symbolism, imagery, metaphor) in a variety of nonfictional texts.

6.3.8a Critique the believability of characters in a variety of literary texts.

6.3.8b Critique the extent to which the plot of a literary text is believable or realistic.

6.3.9a Identify the main problem (conflict) of the plot in a literary text.

6.3.9b Explain how the main problem (conflict) of a literary text is resolved.

TOPIC: Reading Informational Text

Description

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Learning Targets

6.1.1c Read aloud grade-level-appropriate informational texts accurately and fluently with appropriate timing, changes in voice, and expression.

6.2.1a Identify structural features (such as indexes, titles, subtitles, charts, and bylines) of popular media (newspapers, magazines, and online information).

Structural features include (but are not limited to) titles, subtitles, captions, charts, and bylines.

6.2.1b Use structural features of popular media to obtain information.

6.2.3a Identify the relationships between the main ideas of a text, information from multiple sources, and information about related topics.

6.2.3b Clarify the main ideas of a text by identifying their relationships to multiple sources and related topics.

6.2.4a Create outlines, notes, diagrams, summaries, or reports in order to clarify understandings from informational texts.

6.2.6a Restate the evidence in an informational text.

6.2.7a Make logical statements and conclusions about a text.

6.2.7b Support statements and conclusions with evidence from the text.

TOPIC: Writing

Description

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Learning Targets

6.4.10a Revise writing to improve the organization and consistency of ideas within and between paragraphs.

6.4.1a Brainstorm increasingly complex writing ideas.

6.4.1b List writing ideas in a notebook.

6.4.1c Utilize graphic organizers when prewriting.

6.4.2a Match forms of writing to corresponding purposes.

6.4.2b Choose the form of writing that best suits the intended purpose.

6.4.3a Construct an opening paragraph that engages the readers' interest in the writing.

6.4.3b State the purpose of the writing (main idea) clearly in the opening paragraph.

6.4.3c Use supporting details and precise language to develop the topic.

6.4.3d Conclude the writing with a detailed summary that restates the purpose of the writing.

6.4.3e Write an informational piece of several paragraphs that contains an introduction, body, and a conclusion.

6.4.4a Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

6.4.6a Locate information with a computer by using the organizational features of databases, keyword searches, and e-mail addresses.

6.4.7a Use word processing skills to format a document.

6.4.7b Use principles of design (margins, tabs, spacing, columns, and page orientation) to format a document.

6.4.7c Combine processing skills and design principles to format documents.

6.4.8a Critique writing for meaning and clarity.

6.4.8b Revise writing for meaning and clarity.

6.4.9a Use an editing checklist with specific examples of frequent errors and corrections to edit writing.

6.4.9b Use an editing checklist with specific examples of frequent errors and corrections to edit peers' writing.

6.5.1a Compose and develop a plot, setting, and point of view in increasingly complex narratives.

6.5.1b Use sensory details and clear language to develop plots and characters in increasingly complex narratives.

6.5.1c Apply a variety of narrative devices (i.e., dialogue, suspense, figurative language, repetition) in increasingly complex narratives.

6.5.2b Develop thesis statements.

6.5.2c Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that clearly state a thesis, explain the situation (or context), and offer organized evidence to support arguments and conclusions.

6.5.4a Develop an interpretation of grade-level-appropriate responses to literature that show careful reading, understanding, and insight.

6.5.4b Organize the interpretation of grade-level-appropriate responses around several clear ideas.

6.5.4c Support statements with evidence from grade-level-appropriate literature.

6.5.6a Use varied word choices to make writing interesting.

6.5.7a Compose increasingly complex writing for different purposes (i.e., information, persuasion, description).

6.5.7b Compose increasingly complex writing directed to a specific audience or person.

6.5.7c Modify tone and style as necessary in writing.

6.5.8a Compose increasingly complex summaries that include the main ideas and most significant details of the reading selection.

TOPIC: Speaking and Listening

Description

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Learning Targets

6.7.10b Create a context, plot, and point of view for an increasingly complex narrative presentation.

6.7.10c Apply sensory details and specific language to develop the plot and characters of a narrative.

6.7.10d Use a range of narrative devices (i.e., dialogue, tension, suspense, figurative language, repetition) in a narrative presentation.

6.7.11a Deliver increasingly complex informative presentations that pose relevant questions that can be answered in a clear and concise manner.

6.7.11b Deliver increasingly complex informative presentations that develop a topic with facts, details, examples, and explanations.

6.7.11c Locate and use multiple authoritative sources (i.e., speakers, periodicals, online information) to develop informative presentations.

6.7.13a Deliver persuasive presentations that: • provide a clear statement of the position. • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal.

6.7.14a Deliver presentations on problems and solutions that: • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions.

6.7.15a Ask grade-level and subject appropriate questions that seek information not already discussed.

6.7.17a Compose increasingly complex descriptive presentations that use concrete sensory details to introduce and support impressions of people, places, things, and/or experiences.

6.7.1a Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the speaker's nonverbal message (such as posture, gesture, and eye contact).

6.7.2d Identify tone, mood, and emotion in oral communication.

6.7.4a Select the focus, organizational structure, and point of view that is most appropriate for an audience.

6.7.4b Match the purpose, message, and tone to a corresponding audience.

6.7.5a Emphasize important points to assist the listener in following the main ideas and concepts.

6.7.6a Determine which method (i.e., research, documented evidence, visual displays, media displays) is needed to support opinions.

6.7.6b Utilize appropriate technology (e.g., visual, media) to support the information being shared.

6.7.7a Model the effective use of timing, volume, tone, and alignment of gestures to sustain an audience's attention and interest.

6.7.8c Examine the effectiveness of rhetorical devices based on the effects of the oral communication.

TOPIC: Language

Description

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Learning Targets

6.1.2c Identify words with multiple meanings (e.g., Understand the different meanings of the word primary: Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election).

6.1.2d Explain the intended use of words with multiple meanings in prose, poetry, and informational text.

6.1.3a Recognize the origins and meanings of frequently used foreign words in English (i.e., enchilada, lasagna, and delicatessen).

6.1.3b Use foreign words correctly in oral and written language.

Understand foreign words that are often used in English, such as enchilada (Spanish), lasagna (Italian), and delicatessen (German).

6.1.4a Define unknown words in informational texts by using context clues (e.g., clues from words, sentences, and paragraphs).

6.1.5a Identify synonyms that have slightly different meanings (e.g., Explain the difference between when someone is described as speaking softly and when someone is described as speaking quietly).

6.1.5b Explain slight differences in meaning in related words.

6.6.1a Identify complex sentences.

6.6.1b Compose increasingly complicated simple and compound sentences.

6.6.1c Compose complex sentences.

6.6.1d Define coordinating conjunctions and explain their function in compound sentences.

6.6.1e Compose compound sentences that use effective coordination of ideas to express complete thoughts.

6.6.1f Define subordinating conjunctions and explain their function in complex sentences to express complete thoughts.

6.6.2a Identify indefinite pronouns (i.e., all, another, both, each, either, few, many, none, one, other, several, some).

6.6.2b Include indefinite pronouns in increasingly complex sentences.

6.6.2c Identify present perfect verbs (have been, has been) in sentences.

6.6.2d Include present perfect verbs in increasingly complex sentences.

6.6.2e Identify past perfect verbs (had been) in sentences.

6.6.2f Include past perfect verbs in increasingly complex sentences.

6.6.2g Identify future perfect verbs (shall have been) in sentences.

6.6.2h Include future perfect verbs in increasingly complex sentences.

6.6.2i Use correct verb agreement with singular and compound subjects.

6.6.5a Identify and correctly spell frequently misspelled words (i.e., their/they're/there, loose/lose/loss, choose/chose, through/threw).

6.7.2a Define tone as it is used in oral communication.

6.7.2b Define mood as it is used in oral communication.

6.7.2c Define emotion as it is used in oral communication.

Course Overview

Students perform operations on positive and negative integers, decimals, fractions, and mixed numbers. They find multiples and factors and solve problems involving ratios, proportions, and percentages. They construct and evaluate algebraic expressions, solve simple linear equations, and graph and interpret their result. They identify, describe, and classify the properties of plane and solid geometric shapes and the relationships between them, and investigate geometric relationships algebraically. Students extend their knowledge of plane and solid shapes to measurement and use this understanding to solve problems. They solve problems involving time and money and choose appropriate units in other areas. Students analyze data sets statistically and determine theoretical and experimental probabilities, using these probabilities to make predictions. Throughout the course, students use strategies, skill and concepts in finding and communicating solutions to problems and move beyond a particular problem by generalizing to other situations.

The Process Standards should be addressed throughout the course. Students build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; and monitor and reflect on the process of mathematical problem solving.

Students recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; and select and use various types of reasoning and methods of proof.

Students organize and consolidate mathematical thinking through communication; communicate mathematical thinking coherently and clearly to peers, teachers and others; analyze and evaluate the mathematical thinking and strategies of others; and use the language of mathematics to express mathematical ideas precisely.

Students regularly create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; and use representations to model and interpret physical, social, and mathematical phenomena.

Students continually make connections. They should recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and recognize and apply mathematics in contexts outside of mathematics.

Technology is used as an essential tool in mathematics education to support and extend the mathematics curriculum. Technology can contribute to concept development, simulation, representation, communication and problem solving. The challenge is to ensure that technology supports—but is not a substitute for—the development of skills with basic operations, quantitative reasoning and problem-solving skills. Graphing calculators must be used to enhance middle school and high school students' understanding and skills rather than replace them. The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.

Letter of Introduction:

Dear Indiana Mathematics Education Colleague:

July 12-16, 2010, approximately 30 Indiana mathematics education professionals met in Indianapolis to participate in the development of the IDOE Curriculum Maps for Mathematics grades K through 8 and Algebra 1, Algebra 2 and Geometry. The goal of this work was to “unpack” the 2000 Indiana Academic Standards for Mathematics to provide more clarity about what students need to learn in order to achieve “mastery” of a particular Standard Indicator. Each Indicator in the 2000 Standards was unpacked into smaller “Learning Targets,” when appropriate. These Learning Targets are numbered according to the related Indicator with a lowercase letter representing a suggested sequence of content within that Indicator. For example, a Standard Indicator like 8.3.3 was broken down into 8.3.3a and 8.3.3b. The Learning Targets were then organized into 9-week (quarterly) Instructional Units with Big Ideas, Essential Questions and Vocabulary for each Unit.

For 2010-11, teachers will use these Maps, based on the 2000 Math Standards. On August 3, 2010, the Common Core State Standards were formally adopted as Indiana’s Academic Standards for Mathematics. During the coming school year, we will integrate additional Learning Targets from the Common Core State Standards to create revised Maps to be used during the 2011-12 school year. (You can find The Common Core State Standards at www.corestandards.org to see what will be shaping our curriculum maps.)

Because the 2000 Standard Indicators were unpacked into smaller Learning Targets, the number of Targets may seem overwhelming. However, we believe the unpacking of the indicators provides these advantages:

- A more complete understanding of the meaning of the indicator can be derived.
- A student's learning can be described and communicated more clearly between all those with an interest in the student's learning (including the student).
- Feedback provided to students on their learning progress can be more specific.
- More specificity about which aspects of an indicator should be included at various points throughout the year can be provided.

While the increased number of Learning Targets has the above advantages, we caution against these pitfalls:

- Focusing only on the individual targets rather than the big ideas.
- Teaching only a small set of targets at a time rather than using the progression as a tool for differentiating instruction.
- Monitoring every student on each target rather than using the progression as a resource for formative assessment.

This Curriculum Map represents the best thinking of some of your colleagues. We fully expect that this resource will be adapted to meet the needs of individual classrooms and hope that it will be a useful scaffold upon which teachers can build their classroom curriculum.

Scope and Sequence		
Timeframe	Unit	Instructional Topics
45 Day(s)	Quarter 1	1. The Number System: Fractions, Decimals, and Percents 2. The Number System: Integers 3. Mathematical Practices
45 Day(s)	Quarter 2	1. Expressions and Equations 2. Ratios and Proportional Relationships 3. Mathematical Practices
45 Day(s)	Quarter 3	1. Geometry 2. Mathematical Practices
45 Day(s)	Quarter 4	1. Geometry 2. Statistics and Probability 3. Mathematical Practices

Course Details

UNIT: Quarter 1 -- 45 Day(s)

Description

Students will continue their study of decimals, fractions, and percents during Unit 1. The instructional emphasis will be on students converting from one form to another, computing, and real-world problem solving with estimation as a focus. In this unit students will be introduced to greatest common factor and least common multiple in order to solve problems with fractions. Students will also extend their knowledge of the number system to include negative numbers.

Indicators mastered: 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.7, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5, 6.2.8, 6.2.9, 6.2.10, 6.5.10

Big Ideas

Fractions, decimals, and percents are parts of wholes and allow us to measure and compute with greater precision.

Fractions, decimals, and percents are different forms of numbers that represent the same values.

Different problem situations require the use of different representations of numbers for computation.

Negative numbers represent quantities less than zero.

Estimating or computing the exact answer depends on the needs of the situation.

Essential Questions

1. How do we use fractions, decimals, and percents in our daily lives?
2. How are fractions, decimals, and percents related?
3. How do I decide when to use fractions, decimals, or percents to make sense of quantities?
4. What in the world are negative numbers and how do we use them?
5. How can I use estimation to make sense of a situation?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Explain: "Use words, numbers, and/or symbols in your explanation." "Explain what the slope represents in this situation."

Expression vs. Equation: Students must be sure to write an equation or expression based upon the directions.

Evaluate: Students may be asked to find the value of an expression by directions that say "evaluate." Evaluate means to find the value of something.

Justify or Support: Students may be asked to justify their answer by wording such as: Justify your answer using words, numbers, and/or symbols.

Simplify: Students are often asked to perform operations in an expression, such as adding, subtracting, multiply, and dividing. Students may need to apply laws or properties in expressions, such as the laws of exponents.

Solve: Students are often asked to perform algebraic manipulations in order to find the value(s) of a variable in an equation.

New vocabulary

greatest common factor, least common multiple, divisibility, convert, discount, tips, interest rate, principal, integers, absolute value, positive, negative

Familiar vocabulary

factor, multiple, prime, composite, fraction (proper and improper), decimal, percent, mixed number, equivalent, common denominator, solution, calculate, estimate, operation, results

TOPIC: The Number System: Fractions, Decimals, and Percents

Description

A number line is used as a tool to help students understand relative size of numbers. Students are expected to convert between fractions, decimals, and percents without the use of a calculator. In addition, they will need to recognize decimal equivalents for commonly used fractions without the use of a calculator. Mastery of computation with fractions and the addition and subtraction of decimals is expected at the end of this unit.

Learning Targets

6.1.3a Compare positive fractions, decimals and mixed numbers using the symbols $<$, $>$, or $=$.

- Students may use conversions or their number sense of the relative size of numbers to compare.

6.1.3b Plot points on a number line to represent positive fractions, mixed numbers and decimals.

6.1.3c Plot the approximate location of positive fractions, decimals and mixed numbers on a number line.

6.1.4a Convert fractions (proper and improper) and mixed numbers to percents.

6.1.4b Convert fractions (proper and improper) and mixed numbers to decimals.

6.1.4c Convert decimals (including those greater than one) to percents.

6.1.4d Convert decimals (including those greater than one) to fractions.

6.1.4e Convert percents (including those greater than 100%) to fractions.

6.1.4f Convert percents (including those greater than 100%) to decimals.

6.1.5a Name the equivalent decimal for a common fraction (halves, thirds, fourths, fifths, tenths) using mental math.

6.1.5b (6.7.7) Select an appropriate form of the number (fraction or decimal) to solve problem situations.

- Jeans that normally cost \$39.99 are on sale for 30% off. Will you use $\frac{3}{10}$ or 0.3 to mentally compute/approximate the amount you will save? Explain.

6.1.7a Define common factor and greatest common factor.

6.1.7b Define common multiple and least common multiple.

6.1.7c Determine the least common multiple of two or more numbers.

6.1.7d Find a common denominator for adding and subtracting fractions by determining the least common multiple of two or more numbers.

6.1.7e Write or state the divisibility rules for 2, 3, 4, 5, 6 and 10 to assist in finding factors of numbers.

6.1.7f Determine the greatest common factor of two numbers.

6.1.7g Simplify fractions by determining the greatest common factor of two numbers.

6.1.7h Determine the least common multiple of two or more numbers to solve problems.

- There are 8 hot dog buns in one package of buns. There are ten hot dogs in one package of hot dogs. How many packages of each must be purchased to have the same number of hot dogs and buns?

6.2.10a (6.7.9) Compute mentally the solution to addition and subtraction problems using simple fractions (halves, thirds, fourths, fifths, sixths, eighths, tenths).

6.2.10b (6.7.9) Compute mentally the solution to addition and subtraction problems using simple decimals (including decimals added to and subtracted from whole numbers).

6.2.3a Multiply decimals up to thousandths by a whole number.

6.2.3b Multiply a decimal number (up to thousandths) by a decimal number (up to thousandths).

6.2.3c Divide whole numbers by decimals up to thousandths.

- Explore quotients with repeating decimals, using the vocabulary of "repeating" and "terminating".

6.2.3d Divide decimal numbers (up to thousandths) by a whole number.

- Explore quotients with repeating decimals, using the vocabulary of "repeating" and "terminating".

6.2.3e Divide a decimal number (up to thousandths) by a decimal number (up to thousandths).

- Explore quotients with repeating decimals, using the vocabulary of "repeating" and "terminating".

6.2.4a Explain orally or in writing how to multiply and divide fractions and perform the calculations. Explain why these procedures make sense.

6.2.5a Solve problems involving addition, subtraction of positive fractions and explain why a particular operation was used for a given situation.

6.2.5b Solve problems involving multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

6.2.8a Calculate given percentages of a quantity using both decimal and fractional representations of the percent.

6.2.8b Solve problems involving discounts at sales given the original price and the discount rate.

- Solve for both the sale price and the amount saved.

6.2.8c Solve problems involving simple interest earned given principal and interest rate.

- Solve for both interest earned and total balance.

6.2.8d (6.2.9) Solve problems involving tips given the cost of the service and the tip percentage.

- Solve for both the amount of tip and the total cost of the service including tip. Practice using mental math to solve and estimate answers to problems involving 5%, 10%, 15% and 20%.

6.2.9a (6.7.10) Estimate to decide whether an answer to a decimal computational problem (all four operations) is reasonable.

6.2.9b (6.7.10) Estimate to decide whether the answer to a decimal problem is reasonable within the context of a given problem solving situation. (any of the four operations)

- Include both reasonableness looking at the size of the number compared to the unit (If 1 computer costs \$899.99, is \$90,000 a reasonable cost for 10 computers?) as well as an interpretation of the decimal remainder (Ex: answer: 7.26 buses. Do I need 7 buses or 8 buses?)

6.5.10a Add and subtract with money in decimal notation to solve problems.

6.5.10b Multiply and divide with money in decimal notation. Interpret and/or round the results to the appropriate number of digits.

6.5.10c Solve problems using multiplication and division with money in decimal notation.

TOPIC: The Number System: Integers

Description

In this topic students will be introduced to the set of Integers with a particular focus on negative numbers. Students will also understand integer concepts of opposites and absolute value. Computation of integers is also a major focus of this unit.

Learning Targets

6.1.1a Define negative numbers. Include the definition of integers and their opposites.

6.1.1b Represent given situations using positive and negative numbers.

- Examples: 5 degrees below zero, 15 yards gained on the football field, 327 feet below sea level, etc.

6.1.1c Solve problems involving the concept of integers (e.g., on a number line, in counting, in temperature, in "owing").

- My bank account is overdrawn by \$15. How much money must I deposit to have a balance of \$20?

6.1.2a Define and model the concept of absolute value for any integer, positive or negative fraction, and positive or negative decimal.

6.1.2b State and write the absolute value of any integer, positive or negative fraction, and positive or negative decimal.

6.1.3d Compare integers and plot them on a number line.

6.1.3e Compare integers, positive and negative fractions, positive and negative decimals, and positive and negative mixed numbers.

6.1.3f Plot integers, positive and negative fractions, positive and negative decimals, and positive and negative mixed numbers.

6.1.3g Plot the approximate location of integers, positive and negative fractions, positive and negative decimals, and positive and negative mixed numbers on a number line.

6.2.1a Using models, determine the results of using addition on integers by doing the following: adding two positives, adding two negatives, and adding a positive and a negative.

6.2.1b Analyze the results of addition on integers; state and justify the rules for adding integers.

6.2.1c Using models, determine the results of using subtraction on integers by doing the following: subtracting two positives, subtracting two negatives, adding a positive and a negative.

6.2.1d Analyze the results of subtraction on integers; state and justify the rules for subtracting integers.

6.2.2a Using models, determine the results of using multiplication on integers by doing the following: multiplying two positives, multiplying two negatives, multiplying a positive and a negative.

6.2.2b Analyze the results of multiplication on integers; state and justify the rules for multiplying integers.

6.2.2c Using models, determine the results of using division on integers by doing the following: dividing two positives, dividing two negatives, and dividing a positive and a negative.

6.2.2d Analyze the results of division on integers; state and justify the rules for dividing integers.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

6.7.10a Explain whether a solution is reasonable in the context of the original situation

6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

6.7.1a Analyze problems by identifying relationships

6.7.1b Analyze problems by telling relevant from irrelevant information

6.7.1c Analyze problems by identifying missing information

6.7.1d Analyze problems by sequencing and prioritizing information

6.7.1e Analyze problems by observing patterns

6.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem

6.7.3a Decide when and how to divide a problem into simpler parts.

6.7.4a Apply strategies and results from simpler problems to solve more complex problems

6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

6.7.5b Support solutions with evidence in both verbal and symbolic work.

6.7.6a Recognize the relative advantages of exact and approximate solutions to problems

6.7.6b Give answers to a specified or appropriate degree of accuracy.

6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.

6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

UNIT: Quarter 2 -- 45 Day(s)

Description

During Unit 2 students will extend their knowledge of expressions and equations by learning to apply the order of operations to expressions and solve one-step equations and inequalities. Students will continue to graph ordered pairs which now includes all four quadrants of the coordinate plane. They will also graph linear functions with integer values and solve problems involving them. Ratio and proportion will be introduced in this unit with a focus on using proportions to solve problems.

Indicators mastered: 6.1.6, 6.2.1, 6.2.6, 6.2.7, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.9, 6.5.8 (partial)

Indicators from previous units should be incorporated into Unit 2, to ensure that students continue to build mastery of previous topics. Students with basic understanding of Unit 1 indicators should be provided opportunities to demonstrate mastery of these indicators.

Big Ideas

Algebra is used to solve problem situations.

Solving equations involves applying inverse operations and maintaining equality.

Ratios represent the relative size of two quantities and proportions are equivalent ratios used to solve problems.

Essential Questions

1. How do we use algebra?
2. What is the difference between expressions and equations?
3. How do you solve one-step equations and equalities?
4. What is a linear function and how do you graph it?
5. What is the relationship between ratios and fractions?
6. What are ratios and proportions and why do we use them?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Explain: "Use words, numbers, and/or symbols in your explanation." "Explain what the slope represents in this situation."

Expression vs. Equation: Students must be sure to write an equation or expression based upon the directions.

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Evaluate: Students may be asked to find the value of an expression by directions that say "evaluate." Evaluate means to find the value of something.

Justify or Support: Students may be asked to justify their answer by wording such as: Justify your answer using words, numbers, and/or symbols.

Simplify: Students are often asked to perform operations in an expression, such as adding, subtracting, multiply, and dividing. Students may need to apply laws or properties in expressions, such as the laws of exponents.

Solve: Students are often asked to perform algebraic manipulations in order to find the value(s) of a variable in an equation.

New vocabulary

ratio, equivalent ratios, proportion, cross products, linear function/equation, inequalities, function rule, function table, order of operations, quadrants

Familiar vocabulary

solve, equation, variable, solve, parentheses, expression, ordered pair, coordinate plane

TOPIC: Expressions and Equations

Description

Students will be introduced to solving one-step equations and inequalities algebraically. It is important to provide students with the opportunity to practice their computational skills by including rational numbers when solving these equations/inequalities.

Learning Targets

6.3.1a Translate a verbal situation into a one-step equation with one variable.

6.3.1b Solve one-step linear equations with one variable algebraically.

6.3.1c Translate a verbal situation into a one-step inequality with one variable.

6.3.1d Solve one-step inequalities with one variable algebraically.

6.3.2a Write an equation based on a formula to solve a problem situation.

6.3.2b Solve an equation (based on a formula) for an unknown quantity.

6.3.3a Interpret mathematical expression that use grouping symbols (e.g., parentheses).

6.3.4a Place parentheses in a given expression to equal a particular value.

6.3.4b Create expressions placing parentheses to indicate which operation to perform first.

6.3.4c Write an expression from a situation and place parentheses to indicate which operation to perform first.

6.3.5a Describe geometric quantities using variable expressions.

- Given the length of the side of a square (x), write an expression to represent the perimeter.
- Given a rectangle with a length of 5 and a width of y , write an expression to represent the area of the rectangle. Write an expression to represent the perimeter of the rectangle.

6.3.6a (and 6.3.3) State or write the purpose and process of the order of operations.

6.3.6b (and 6.3.3) Evaluate expressions by applying the correct order of operations.

6.3.6c Generate equivalent expressions by applying the properties of operations.

6.3.7a Define quadrants and label on the coordinate plane.

6.3.7b Identify which quadrant an ordered pair will be graphed based on the (positive or negative) sign of its coordinates.

6.3.7c Write the ordered pair for a given point in a coordinate plane.

6.3.7d Graph ordered pairs in the four quadrants of the coordinate plane.

6.3.8a Define linear functions.

6.3.8b Write solutions of linear functions with integer values as ordered pairs with the use of function tables.

6.3.8c Write a linear equation from a situation and graph the resulting ordered pairs of integers on a coordinate plane.

6.3.9a Investigate and state observations of how a change in one variable of a linear function relates to a change in the second variable.

6.5.8a Compute the surface area of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

- Ensure that the dimensions of the prisms include fractional lengths.

6.5.8b Compute the volume of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

6.5.8f Compute the volume of a cylinder using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

TOPIC: Ratios and Proportional Relationships

Description

In this topic students should make connections when applying fractional concepts to equivalent ratios and apply knowledge of solving equations to solving proportions.

Learning Targets

6.1.6a Model ratios using objects, drawings, or other concrete or pictorial representations.

6.2.6a Define ratio using the notations: a/b , a to b , $a:b$.

6.2.6b Interpret ratios to represent the relative size of two quantities.

- Include situations involving part to part (girls to boys) and part to whole (girls to total students). Connect part to whole situations to prior work with fractions.

6.2.7a Define proportion.

Connect proportions to prior work with equivalent fractions.

6.2.7b Write proportions based on problem situations, using a variable as the unknown.

6.2.7c Solve problems involving proportions.

- Solve proportions mentally (connecting to the concept of equivalent fractions) as well as solving for the unknown using an equation.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

6.7.10a Explain whether a solution is reasonable in the context of the original situation

6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

6.7.1a Analyze problems by identifying relationships

6.7.1b Analyze problems by telling relevant from irrelevant information

6.7.1c Analyze problems by identifying missing information

6.7.1d Analyze problems by sequencing and prioritizing information

6.7.1e Analyze problems by observing patterns

6.7.3a Decide when and how to divide a problem into simpler parts.

6.7.4a Apply strategies and results from simpler problems to solve more complex problems

6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

6.7.5b Support solutions with evidence in both verbal and symbolic work.

6.7.6a Recognize the relative advantages of exact and approximate solutions to problems

6.7.6b Give answers to a specified or appropriate degree of accuracy.

6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.

6.7.8a Use graphing to estimate solutions and check the estimates with analytic approaches.

6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

UNIT: Quarter 3 -- 45 Day(s)

Description

In Unit 3 students will deepen their understanding of measurement which includes using formulas to solve problems about temperature, and surface area and volume of right prisms and cylinders. Students will also be introduced to the concept of pi and understand that it is the ratio of the circumference to the diameter of a circle. Using this knowledge students will also develop and use formulas for the circumference and area of circles. In addition, this unit includes an introduction to vertical, adjacent,

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complementary, and supplementary angles. Students will be expected to use these properties as well as the properties of triangles and quadrilaterals to solve problems.

Indicators mastered: 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.5.1, 6.5.2, 6.5.3, 6.5.4, 6.5.5, 6.5.6, 6.5.7, 6.5.8, 6.5.9

Indicators from previous units should be incorporated into Unit 3, to ensure that students continue to build mastery of previous topics. Students with basic understanding of Unit 1 and 2 indicators should be provided opportunities to demonstrate mastery of these indicators. Students should be given ample time to master all indicators from Units 1, 2, and 3 prior to the administration of the Applied Skills portion of ISTEP+.

Big Ideas

Geometry can be used to model and understand real-world situations.

Measurement is used to quantify attributes of shapes and objects in order to make sense of our world.

Essential Questions

1. How does geometry shape our lives?
2. Why do we need to learn about angles, triangles, and quadrilaterals?
3. Why do we measure the world around us?
4. Why do we need to be able to select appropriate tools and units to measure objects?
5. What is pi and how is it related to the circumference and area of circles?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+):

Explain: "Use words, numbers, and/or symbols in your explanation." "Explain what the slope represents in this situation."

Expression vs. Equation: Students must be sure to write an equation or expression based upon the directions.

Evaluate: Students may be asked to find the value of an expression by directions that say "evaluate." Evaluate means to find the value of something.

Justify or Support: Students may be asked to justify their answer by wording such as: Justify your answer using words, numbers, and/or symbols.

Simplify: Students are often asked to perform operations in an expression, such as adding, subtracting, multiply, and dividing.

Students may need to apply laws or properties in expressions, such as the laws of exponents.

Solve: Students are often asked to perform algebraic manipulations in order to find the value(s) of a variable in an equation.

New vocabulary

vertical angles, adjacent angles, complementary angles, supplementary angles, interior angles, translation (slide), similar, pi, circumference, significant figures(digits), net, cylinder, right prisms

Familiar vocabulary

quadrilateral, parallelogram, rhombus, trapezoid, two-dimensional, three-dimensional, reflection (flip), view, metric units, customary units, volume, square units, cubic units, degrees (temperature), degrees (angles), radius, diameter, area, surface area, formula, estimate, calculate, Celsius, Fahrenheit, convert

TOPIC: Geometry

Description

This topic includes both measurement and geometry targets. Continue to place emphasis on having students measure objects using appropriate units. Students extend their knowledge of surface area and volume to include a variety of right prisms. It is important to include rational number measurements when computing and problem solving with area, surface area, and volume. A particular focus in geometry includes a knowledge of angles and properties of triangles and quadrilaterals to solve problems. Note: Measurement learning targets should be taught before geometry because these targets are assessed on ISTEP in March while geometry targets are not assessed until April.

Learning Targets

6.4.1a Define, identify, and draw vertical angles.

6.4.1b Define, identify, and draw adjacent angles.

6.4.1c Define, identify, and draw complementary angles.

6.4.1d Define, identify, and draw supplementary angles.

6.4.1e State or write the relationships among vertical, adjacent, complementary, and supplementary angles.

6.4.2a Solve problems involving an unknown angular measure by using the properties of complementary, supplementary, and vertical angles and justify your solutions.

6.4.3a Draw quadrilaterals and triangles from given information about their properties.

- Include the properties of side length, angle measure, type of triangle or quadrilateral, similarity or congruence, etc.

6.4.4a Explain that the sum of the interior angles of any triangle is 180 degrees after exploring many kinds of triangles.

6.4.4b Explain that the sum of the interior angles of any quadrilateral is 360 degrees after exploring many examples of quadrilaterals.

6.4.4c Find the missing angle measure of triangles and quadrilaterals by using the properties of the interior angles.

6.5.1a (and 6.5.2) Measure length by selecting appropriate tools and units within the metric or customary English system.

6.5.1b (and 6.5.2) Apply the understanding of the relationships of linear units within the same system to solve problems and make conversions.

6.5.1c (and 6.5.3) Measure area by selecting an appropriate tool and unit within the metric or customary English system.

- Given measurements of shapes for computing and problem solving should include fractions and decimals.

6.5.1d (and 6.5.3) Apply the understanding of the relationships of square units within the same system to solve problems and make conversions.

- Given measurements of shapes for computing and problem solving should include fractions and decimals.

6.5.1e Measure volume by selecting appropriate tools and units within the metric or customary English system.

6.5.1f Apply the understanding of volume and cubic units to solve problems.

6.5.1g Measure weight by selecting appropriate tools and units within the metric or customary English system.

6.5.1h Apply the understanding of weight and units of weight to solve problems and make conversions.

6.5.1i Measure time by selecting appropriate tools and units within the customary English system.

6.5.1j Apply the understanding of time and units of time to solve problems and make conversions.

6.5.1k Measure temperature by selecting appropriate tools and units within the metric or customary English system.

6.5.1l (and 6.5.9) Apply the understanding of temperature and units of temperature to solve problems and make conversions.

6.5.1m Measure angles by selecting the appropriate tool and unit within the traditional system.

6.5.1n Apply the understanding of the size of angle and units of angle measurement to solve problems.

6.5.4a Write or state the concept of the constant pi as the ratio of the circumference of a circle to its diameter.

- Use measurements of actual circles to support this understanding.

6.5.4b Derive the formula for the circumference of a circle using the diameter and circumference measurements from actual circles.

6.5.4c Derive the formula for the area of a circle using a visual proof.

6.5.4d Compute the area and circumference of circles by using formulas to solve problems.

6.5.5a Write or state common estimates for the constant π .

6.5.5b Estimate and calculate the circumference of circles using the common estimates of π . Compare the estimate to the calculation.

6.5.5c Estimate and calculate the area of circles using the common estimates of π . Compare the estimate to the calculation.

6.5.6a Define significant figures (digits).

6.5.6b State or write the number of significant figures (digits) for given whole numbers and decimal numbers.

6.5.6c State or write the rules for addition and subtraction of significant figures (digits).

6.5.6d State or write the rules for multiplication and division of significant figures (digits).

6.5.6e Round answers to an appropriate number of significant figures (digits) in problems using addition, subtraction, multiplication or division.

6.5.7a Construct a cube and other rectangular prisms from two-dimensional patterns (nets).

6.5.7b Create nets for cubes and other rectangular prisms.

6.5.7c Compute the surface area of the prism based on its net.

6.5.8a Compute the surface area of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

- Ensure that the dimensions of the prisms include fractional lengths.

6.5.8b Compute the volume of right prisms using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

6.5.8c Create nets for cylinders.

6.5.8d Derive the formula for the surface area of a cylinder using its net.

6.5.8e Derive the formula for volume of a cylinder.

6.5.8f Compute the volume of a cylinder using appropriate units. Apply these techniques in the context of solving real-world and mathematical problems.

6.5.9a Interpret the formula for converting degrees Celsius to degrees Fahrenheit, understanding the role of parentheses in the computation and defining each variable.

6.5.9b Convert temperatures from degrees Celsius to degrees Fahrenheit.

6.5.9c Interpret the formula for converting degrees Fahrenheit to degrees Celsius, defining each variable.

6.5.9d Convert temperatures from degrees Fahrenheit to degrees Celsius.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

- 6.7.10a Explain whether a solution is reasonable in the context of the original situation
- 6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.
- 6.7.1a Analyze problems by identifying relationships
- 6.7.1b Analyze problems by telling relevant from irrelevant information
- 6.7.1c Analyze problems by identifying missing information
- 6.7.1d Analyze problems by sequencing and prioritizing information
- 6.7.1e Analyze problems by observing patterns
- 6.7.2a Make and justify mathematical conjectures based on a general description of a mathematical question or problem
- 6.7.3a Decide when and how to divide a problem into simpler parts.
- 6.7.4a Apply strategies and results from simpler problems to solve more complex problems
- 6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation.
- 6.7.5b Support solutions with evidence in both verbal and symbolic work.
- 6.7.6a Recognize the relative advantages of exact and approximate solutions to problems
- 6.7.6b Give answers to a specified or appropriate degree of accuracy.
- 6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.
- 6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

UNIT: Quarter 4 -- 45 Day(s)

Description

Students will continue their study of geometry with the introduction of similar figures, translation and reflection of shapes, and drawing of two-dimensional views of three-dimensional objects made from rectangular solids. Also, students will extend their previous knowledge of probability to include theoretical probability of compound events. Students will further their knowledge of explaining which types of displays are appropriate for various data sets which now includes stem-and-leaf plots as an option for organizing data. These targets also require students to know how to analyze and interpret data to make comparisons and decisions to solve problems. Mean, median, and mode are revisited from the previous grade with the emphasis on comparison and not computation.

Indicators mastered: 6.4.5, 6.4.6, 6.4.7, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5, 6.6.6

Indicators from previous units should be incorporated into Unit 4, to ensure that students continue to build mastery of previous topics. Students with basic understanding of Unit 1, 2, and 3 indicators should be provided opportunities to demonstrate mastery of these indicators. Students should be given ample time to master all indicators prior to the administration of the ISTEP+.

Big Ideas

Data are all around us and we need to know how to organize, analyze, and interpret it to make comparisons and decisions to solve problems.

Probability helps us to make decisions about real-life situations.

Essential Questions

1. Why is it important to be able to organize data graphically?
2. How does one decide which types of graphs are appropriate for various data sets?
3. Which measure of central tendency is best to use when describing a set of data?
4. Why are all probabilities less than or equal to one?
5. What is theoretical probability and its purpose?

Vocabulary

Standards and Assessment Vocabulary (ISTEP+): explain, justify, support, simplify, solve

New vocabulary

stem-and-leaf plots, relative frequency, cumulative frequency, histograms, broken line graph, measures of central tendency, compound events, theoretical probability

Familiar vocabulary

data set, data display, frequency table, mean, median, mode, outcomes

TOPIC: Geometry

Description

Geometry targets are continued in this unit with proportions being applied to similar figures to prove similarity. Knowledge of reflections is extended and translations are introduced with students being able to reflect and translate shapes with or without a coordinate grid.

Learning Targets

6.4.5a Define similar figures.

6.4.5b Identify similar figures by proving proportionality.

6.4.5c Draw two-dimensional shapes that are similar.

6.4.5d State the properties of two similar figures that may or may not stay the same.

6.4.6a Define translation.

6.4.6b Draw and identify translations of shapes.

- Include drawings on the coordinate plane.

6.4.6c Draw and identify reflections of shapes.

- Include drawings on the coordinate plane.

6.4.7a Draw two-dimensional views of three-dimensional objects.

6.4.7b Select a 2-dimensional view of a 3-dimensional object from a list of possibilities.

TOPIC: Statistics and Probability

Description

Probability is extended from the previous grade level to include theoretical probability. Students use experimental and theoretical probabilities to make predictions about future events. Single-variable data is organized, interpreted, and displayed in appropriate graphs which now include stem-and-leaf plots as an option for organizing data. Measures of central tendency are analyzed and used to make comparisons for a set of data.

Learning Targets

6.6.1a Explain orally or in writing which types of data displays are appropriate for various data sets.

6.6.1b Create graphs and stem-and-leaf plots to organize single-variable data based on the type of data and the purpose of the graph.

6.6.2a Create frequency tables for given numerical data, grouping the data in different ways to investigate how different groupings describe the data.

6.6.2b Define relative and cumulative frequency.

6.6.2c Determine the relative and cumulative frequency for a given data set.

6.6.2d Display the data from the data set and its relative frequency in histograms.

6.6.2e Display the cumulative frequency in a broken line graph.

6.6.2f Interpret the data from the histograms and broken line graph.

6.6.3a Compare the mean, median and mode for a given set of data.

6.6.3b Select the mean, median or mode as the measure of central tendency that best describes a data set based on the given context.

6.6.4a Define and state/write examples of compound events.

6.6.4b Define theoretical probability.

6.6.4c Display all possible outcomes for compound events in an organized way (e.g. a tree diagram).

6.6.4d Determine the theoretical probability of each outcome based on the results of an organizational display.

6.6.4e Solve problems involving the probability of compound events.

6.6.5a Estimate the probability of future events based on the outcomes of a past event.

6.6.5b Assess the accuracy of this estimation based on the data set and situation.

6.6.6a Represent probabilities as: ratios, measures of relative frequency, decimals between 0 and 1, and percentages between 0 and 100.

6.6.6b Convert probabilities between ratios, decimals, and percentages.

6.6.6c Interpret computed probabilities to determine if they are reasonable in the context of a problem situation.

TOPIC: Mathematical Practices

Description

Students should use these strategies nearly every day. These learning targets can only be assessed in conjunction with other learning targets, and should not be viewed as stand-alone targets.

Learning Targets

6.7.10a Explain whether a solution is reasonable in the context of the original situation

6.7.11a Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

6.7.1a Analyze problems by identifying relationships

6.7.1b Analyze problems by telling relevant from irrelevant information

6.7.1c Analyze problems by identifying missing information

6.7.1d Analyze problems by sequencing and prioritizing information

6.7.1e Analyze problems by observing patterns

6.7.5a Express solutions clearly and logically by using the appropriate mathematical terms and notation.

6.7.5b Support solutions with evidence in both verbal and symbolic work.

6.7.6a Recognize the relative advantages of exact and approximate solutions to problems

6.7.6b Give answers to a specified or appropriate degree of accuracy.

6.7.7a Select and apply appropriate methods for estimating results of rational-number computations.

6.7.9a Make precise calculations and check the validity of the results in the context of the problem.

GALILEO CHARTER SCHOOL LESSON PLAN

CAMPUS: _____ **GRADE:** _____ **TEACHER:** _____
SUBJECT: _____ **TIME:** _____ **WEEK OF:** _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Modifications: __Sp. Ed., LEP, __GT, __Other
Daily Objective:	Daily Objective:	Daily Objective:	Daily Objective:	Daily Objective:	<u>Instructional Modifications</u> _____ 1. Vocabulary Icons _____ 2. Skeleton Outlines _____ 3. Highlighting _____ 4. Marking Text _____ 5. Diagrams, maps, graphs _____ 6. Voc. Card File _____ 7. Shortened Assignments _____ 8. Extended Time _____ 9. Note-Taking _____ 10 Taped Texts _____ 11. Grouping _____ 12. Assignment notebooks _____ 13. Taped Lectures _____ 14. Peer tutoring _____ 15. Special seating _____ 16. 1 page Summary sheets _____ 17. Process Writing _____ 18. Discovery Learning _____ 19. Other _____ <u>Testing Modifications</u> _____ 1. Oral testing _____ 2. Shortened Test _____ 3. Other: _____
☐ KNOWLEDGE ☐ COMPREHENSION ☐ APPLICATION ☐ ANALYSIS ☐ SYNTHESIS ☐ EVALUATION	☐ KNOWLEDGE ☐ COMPREHENSION ☐ APPLICATION ☐ ANALYSIS ☐ SYNTHESIS ☐ EVALUATION	☐ KNOWLEDGE ☐ COMPREHENSION ☐ APPLICATION ☐ ANALYSIS ☐ SYNTHESIS ☐ EVALUATION	☐ KNOWLEDGE ☐ COMPREHENSION ☐ APPLICATION ☐ ANALYSIS ☐ SYNTHESIS ☐ EVALUATION	☐ KNOWLEDGE ☐ COMPREHENSION ☐ APPLICATION ☐ ANALYSIS ☐ SYNTHESIS ☐ EVALUATION	
☐ IAS Obj. _____ ☐ CCS Obj. _____ ☐ OTHER _____	☐ IAS Obj. _____ ☐ CCS Obj. _____ ☐ OTHER _____	☐ IAS Obj. _____ ☐ CCS Obj. _____ ☐ OTHER _____	☐ IAS Obj. _____ ☐ CCS Obj. _____ ☐ OTHER _____	☐ IAS Obj. _____ ☐ CCS Obj. _____ ☐ OTHER _____	
Lesson Steps ☐ INITIAL TEACH ☐ GUIDED PRACTICE ☐ INDEPENDENT PRACTICE ☐ RE-TEACH ☐ ENRICHMENT ☐ REVIEW	Lesson Steps ☐ INITIAL TEACH ☐ GUIDED PRACTICE ☐ INDEPENDENT PRACTICE ☐ RE-TEACH ☐ ENRICHMENT ☐ REVIEW	Lesson Steps ☐ INITIAL TEACH ☐ GUIDED PRACTICE ☐ INDEPENDENT PRACTICE ☐ RE-TEACH ☐ ENRICHMENT ☐ REVIEW	Lesson Steps ☐ INITIAL TEACH ☐ GUIDED PRACTICE ☐ INDEPENDENT PRACTICE ☐ RE-TEACH ☐ ENRICHMENT ☐ REVIEW	Lesson Steps ☐ INITIAL TEACH ☐ GUIDED PRACTICE ☐ INDEPENDENT PRACTICE ☐ RE-TEACH ☐ ENRICHMENT ☐ REVIEW	
Instructional Strategy ☐ LECTURE ☐ INQUIRY METHOD ☐ CONTRACT TEACHING ☐ QUESTION/ANSWER ☐ MEDIA PRESENTATION ☐ CLASS DISCUSSION ☐ TEACHER MODELING ☐ TACTILE/KINESTHETIC ☐ OTHER _____	Instructional Strategy ☐ LECTURE ☐ INQUIRY METHOD ☐ CONTRACT TEACHING ☐ QUESTION/ANSWER ☐ MEDIA PRESENTATION ☐ CLASS DISCUSSION ☐ TEACHER MODELING ☐ TACTILE/KINESTHETIC ☐ OTHER _____	Instructional Strategy ☐ LECTURE ☐ INQUIRY METHOD ☐ CONTRACT TEACHING ☐ QUESTION/ANSWER ☐ MEDIA PRESENTATION ☐ CLASS DISCUSSION ☐ TEACHER MODELING ☐ TACTILE/KINESTHETIC ☐ OTHER _____	Instructional Strategy ☐ LECTURE ☐ INQUIRY METHOD ☐ CONTRACT TEACHING ☐ QUESTION/ANSWER ☐ MEDIA PRESENTATION ☐ CLASS DISCUSSION ☐ TEACHER MODELING ☐ TACTILE/KINESTHETIC ☐ OTHER _____	Instructional Strategy ☐ LECTURE ☐ INQUIRY METHOD ☐ CONTRACT TEACHING ☐ QUESTION/ANSWER ☐ MEDIA PRESENTATION ☐ CLASS DISCUSSION ☐ TEACHER MODELING ☐ TACTILE/KINESTHETIC ☐ OTHER _____	
Materials Activity ☐ TEXT P.# _____ ☐ WORKBOOK p# _____ ☐ MASTER ☐ TEACHER MASTER P.# _____ ☐ SUPPLEMENTAL ☐ ENRICHMENT ☐ MANIPULATIVE ☐ RELATED EQUIPMENT ☐ OTHER _____	Materials Activity ☐ TEXT P.# _____ ☐ WORKBOOK p# _____ ☐ MASTER ☐ TEACHER MASTER P.# _____ ☐ SUPPLEMENTAL ☐ ENRICHMENT ☐ MANIPULATIVE ☐ RELATED EQUIPMENT ☐ OTHER _____	Materials Activity ☐ TEXT P.# _____ ☐ WORKBOOK p# _____ ☐ MASTER ☐ TEACHER MASTER P.# _____ ☐ SUPPLEMENTAL ☐ ENRICHMENT ☐ MANIPULATIVE ☐ RELATED EQUIPMENT ☐ OTHER _____	Materials Activity ☐ TEXT P.# _____ ☐ WORKBOOK p# _____ ☐ MASTER ☐ TEACHER MASTER P.# _____ ☐ SUPPLEMENTAL ☐ ENRICHMENT ☐ MANIPULATIVE ☐ RELATED EQUIPMENT ☐ OTHER _____	Materials Activity ☐ TEXT P.# _____ ☐ WORKBOOK p# _____ ☐ MASTER ☐ TEACHER MASTER P.# _____ ☐ SUPPLEMENTAL ☐ ENRICHMENT ☐ MANIPULATIVE ☐ RELATED EQUIPMENT ☐ OTHER _____	
Assessment ☐ FORMATIVE ☐ SUMMATIVE ☐ OTHER _____	Assessment ☐ FORMATIVE ☐ SUMMATIVE ☐ OTHER _____	Assessment ☐ FORMATIVE ☐ SUMMATIVE ☐ OTHER _____	Assessment ☐ FORMATIVE ☐ SUMMATIVE ☐ OTHER _____	Assessment ☐ FORMATIVE ☐ SUMMATIVE ☐ OTHER _____	
RETEACH/REMEDIATION	RETEACH/REMEDIATION	RETEACH/REMEDIATION	RETEACH/REMEDIATION	RETEACH/REMEDIATION	Advisory Period Activities

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Targeted Skills and Strategies:					
Numbers and Operations in Base 10:					
Operations and Algebraic Thinking:					
Measurement and Data:					
Geometry:					
Problem Solving:					
Word Wall Words	High Frequency Words		Vocabulary Words		
Whole Group (Mini Lessons)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Numbers and Operations in Base 10					
Operations and Algebraic Thinking					
Measurement and Data					
Geometry					
Small Group					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 2 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 3 Students	Skill-	Skill-	Skill-	Skill-	Skill-

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Group 4 Students	Skill-	Skill-	Skill-	Skill-	Skill-				
Group 5 Students	Skill-	Skill-	Skill-	Skill-	Skill-				
Math Centers									
Numbers and Operations in Base 10		Operations and Algebraic Thinking		Measurement and Data					
Geometry		Problem Solving		Writing					
Notes:									

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Targeted Skills and Strategies:					
Phonemic Awareness:					
Phonics:					
Comprehension:					
Vocabulary:					
Fluency:					
Word Wall Words	High Frequency Words		Vocabulary Words		
Whole Group (Mini Lessons)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Comprehension					
Reading Strategy					
Phonemic Awareness / Word Works					
Writing / Language Arts					
Small Group					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 2 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 3 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 4 Students	Skill-	Skill-	Skill-	Skill-	Skill-

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Group 5 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Literacy Centers					
Read To Self (Comprehension)		Listen to Reading		Word Work	
Vocabulary		Read to Someone (Fluency)		Work on Writing	
Notes:					

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Targeted Skills and Strategies:					
Essential Questions/Enduring Understandings:					
Investigation:					
Integrated Themes:					
Science:					
Technology/Century 21 st Skills:					
Performance Task:					
Word Wall Words	High Frequency Words		Vocabulary Words		
Whole Group (Mini Lessons)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Science					
Technology					
Engineering					
Math					
Writing					
Small Group					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 2 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 3 Students	Skill-	Skill-	Skill-	Skill-	Skill-

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Group 4 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 5 Students	Skill-	Skill-	Skill-	Skill-	Skill-
STEM Centers					
Science / Social Studies		Research		Technology	
Investigation		Problem Solving		Writing	
Notes:					

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Targeted Skills and Strategies:					
Phonemic Awareness:					
Phonics:					
Comprehension:					
Vocabulary:					
Fluency:					
Word Wall Words	High Frequency Words		Vocabulary Words		
Whole Group (Mini Lessons)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Comprehension					
Reading Strategy					
Phonemic Awareness / Word Works					
Writing / Language Arts					
Small Group					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 2 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 3 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Group 4 Students	Skill-	Skill-	Skill-	Skill-	Skill-

Teacher Name: _____ Week: _____ Theme: _____ Date: _____

Group 5 Students	Skill-	Skill-	Skill-	Skill-	Skill-
Literacy Centers					
Read To Self (Comprehension)		Listen to Reading		Word Work	
Vocabulary		Read to Someone (Fluency)		Work on Writing	
Notes:					

Collaborative Team Meetings



Collaborative team meetings should be a place where team members employ data driven decision making to improve student achievement. The process which GCS will use follows the Shewhart Cycle of Plan – Do – Check – Act and involves the following 8 steps:

1. Data Disaggregation
2. Instructional Calendar
3. Instructional Focus
4. Assessment
5. Tutorials
6. Enrichment
7. Maintenance
8. Monitoring

Goals for these meetings are:

- Increased student achievement as reflected by Indiana State Assessment instruments
- To close the gap in student achievement amongst student groups

The Eight Steps

Step 1 – Data Disaggregation

Utilizing the most recent state assessment results, team members will analyze and disaggregate the data, looking for strengths and weaknesses of the entire grade level (s) and then individual students. The data is then used to create an instructional calendar for current quarter.

Step 2 – Instructional Calendar

Team members develop the calendar as a graphic organizer to ensure that they cover all of the standards before test administration. Standards which have heavier weight (more blueprints) on the test have more time, in addition to the standards on which students performed poorly.

Step 3 – Instructional Focus

Using the calendar, teachers teach a direct instructional focus to the class at grade level for all students (mini-lesson). The focus is supported through all content areas.

Step 4 – Assessment

After the instructional focus has been taught, a 4 – 8 questions assessment is administered to determine which students have mastered and which have not. The questions are written in the format and at the difficulty of the state test.

Step 5 – Tutorials

Students who have not mastered the assessment are placed in small groups (5-7) for tutoring and re-teaching of the standard.

Step 6 – Enrichment

Students who did master the assessment are grouped for enrichment / extension activities related to the standard with emphasis on problem solving and higher order thinking skills.

Step 7 – Maintenance

Maintenance activities are calendared for review of standards previously taught.

Step 8 – Monitoring

The process is constantly monitored as is student progress. The Lead Teacher of Academics play a key role. The lead teacher monitors the process and practice. If things are not going well, the Lead Teacher and teaching team works together to determine what to do. This requires regular classroom walk-throughs.

Progress check meetings will be scheduled on a monthly basis or at shorter intervals if necessary. The following process check form will be used to drive these meetings.

Collaboration Process Check



Collaborative Team Members:

Grade Levels:

Step 1: Data Disaggregation

Success:

Challenge:

Step 2: Calendar Development

Success:

Challenge:

Step 3: Instructional Focus:

Success:

Challenge:

Step 4: Assessment:

Success:

Challenge:

Step 5/6: Tutorials / Enrichment:

Success:

Challenge:

Step 7: Maintenance:

Success:

Challenge:

Step 8: Monitoring:

Success:

Challenge:

Galileo Charter School
Capture Sheet
Looking At Student Work

As your team reviews student work, please complete the Class and Individual Student Focus questions below.

Grade: ___ Primary ___ Upper ___ Middle

Date:

Staff Members Present:

Focus Traits:

INDIVIDUAL STUDENT WORK – Team Analysis

Student Name (First, Last)	What does student know or demonstrate?	What does student need to know or demonstrate?	What will I do next with the student?	Rubric Score / Assessment

Note to Facilitator: At the end of each L@SW Meeting

1. submit a copy of this Capture Sheet to Angelia
2. provide each team member with a copy of the Capture Sheet

Galileo Charter School
Capture Sheet

INDIVIDUAL STUDENT FOCUS continued

Student Name (First, Last)	What does student know or demonstrate?	What does student need to know or demonstrate?	What will I do next with the student?	Rubric Score / Assessment

Note to Facilitator: At the end of each L@SW Meeting

1. submit a copy of this Capture Sheet to Angelia
2. provide each team member with a copy of the Capture Sheet

Galileo Charter School
Capture Sheet

INDIVIDUAL STUDENT FOCUS continued

Student Name (First, Last)	What does student know or demonstrate?	What does student need to know or demonstrate?	What will I do next with the student?	Rubric Score / Assessment

Note to Facilitator: At the end of each L@SW Meeting

1. submit a copy of this Capture Sheet to Angelia
2. provide each team member with a copy of the Capture Sheet

Galileo Charter School

Capture Sheet

Next Steps for CLASS FOCUS for Re-teaching and Enrichment

What do we need to re-teach or to focus on during whole class instruction?

What acceleration opportunities can we provide?

Additional comments

Note to Facilitator: At the end of each L@SW Meeting

1. submit a copy of this Capture Sheet to Angelia
2. provide each team member with a copy of the Capture Sheet

Assessments

Four Levels of Learners

Assessments include comprehension; checking skills (grammar); sound spellings / word knowledge; vocabulary; fluency; writing. Students earn scores in each of these subsections of the end of Unit assessment every 6-7 weeks.

Challenge Learners **score 8, 9 or 10** **out of 10**

*These students enter the classroom with grade level standards already acquired.

Benchmark Learners **score 6 or 7** **out of 10**

*These students are within comfortable margin of acquiring grade level standards.

Strategic Learners **score 4 or 5** **out of 10**

*These students are below grade level with standards acquisition, but with assistance and modification, will make steady progress toward attainment of standards.

Intensive Learners **score 1, 2, or 3** **out of 10**

*These students are significantly below grade level acquisition and require substantial intervention.

Kindergarten Open Court Pacing Guide

August				
M	T	W	T	F
	16	17	18	19
22	23	24	25	26
29	30	31		

September				
M	T	W	T	F
			1	2
5 - H	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21 SLC
24	25	26	27 - H	28 - H
31				

November				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 - H	25 - H
28	29	30		

December				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16

January				
M	T	W	T	F
	3	4	5	6
9	10	11	12	13
16 - H	17	18	19	20 SLC
23	24	25	26	27
30	31			

February				
M	T	W	T	F
		1	2	3
6	7	8	9	10

Unit 1 - Schools		Days
August 16 - September 15		
Less 1	Unit Opener - Chrysanthemum	1
Less 2-5	Look Out Kindergarten, Here I Come	4
Less 6 - 10	Boomer Goes to School	5
Less 11 - 15	I Brought a Worm	4
Less 16 - 19	Annabel Swift, Kindergarten	5
Less 20		1
	Review	1
	Front Loading for Unit 2	1
Total Days:		22

Unit 2 - Shadows		Days
September 16 -		
Less 1	Unit Opener - What Makes a Shadow	1
Less 2-5	Shadows	5
Less 6 - 10	Bear Shadow	5
Less 11 - 12	The Wolf and His Shadow	2
Less 13 - 15	My Shadow	3
Less 16 - 19	Nothing Sticks like a Shadow	4
Less 20	Unit Wrap-Up	1
	Review	1
	Front Loading for Unit 3	1
Total Days:		23

Unit 3 - Finding Friends		Days
October 21 - November 22		
Less 1	Unit Opener - Big Al	1
Less 2-5	Ginger	4
Less 6 - 10	The Lonely Prince	5
Less 11 - 15	Making Friends	5
Less 16 - 19	Don't Need Friends	1
Less 20	Unit Wrap-Up	1
	Review	1
	Front Loading for Unit 4	1
Total Days:		22

Unit 4 - The Wind		Days
November 23 - January 6		
Less 1	Unit Opener - Can You See the Wind	1
Less 2-5	Gilberto and the Wind	4
Less 6 - 10	What Happens When the Wind Blows	5
Less 11 - 15	The Wind	4
Less 16 - 19	Wind Says Goodnight	4
Less 20	Unit Wrap-Up	1
	Review	1
	Front Loading for Unit 5	1
Total Days:		21

Unit 5 - Stick to It		Days
January 7 - February 8		
Less 1	Unit Opener - Bunny Cakes	1
Less 2-5	The Great Big Enormous Turnip	4

13	14	15	16	17
20 - H	21	22	23	24
27	28	29		

March				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 SLC
26	27	28	29	30

April				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
23	24	25	26	27
30				

May				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 - H	29	30	31	

June				
M	T	W	T	F
				1 SLC
4	5	6	7	

Less 6 - 10	Tillie and the Wall	5
Less 11 - 15	To Catch a Fish	5
Less 16 - 19	Wanda's Rose	4
Less 20	Unit Wrap-Up	1
	Review	1
	Front Loading for Unit 6	1

Total Days: 22

Unit 6 - Red, White, Blue		Days
February 9 - March 11		
Less 1	Unit Opener - A Flag for Our Country	1
Less 2-5	Patriotism	4
Less 6 - 10	Hats Off for the 4th of July	5
Less 11 - 15	America the Beautiful	5
Less 16 - 19	The American Wei	4
Less 20	Unit Wrap-Up	1
	Review	1
	Front Loading for Unit 7	1

Total Days: 22

Unit 7 - Teamwork		Days
March 11 - April 15		
Less 1	Unit Opener - Mr. McGill Goes to Town	1
Less 2-5	Teamwork	4
Less 6 - 10	Swimmy	5
Less 11 - 15	Cleaning up the Block	5
Less 16 - 19	The Little Red Hen	3
Less 20	Unit Wrap-Up	1
	Review	1
	Front Loading for Unit 8	1

Total Days: 21

Unit 8 - By the Sea		Days
April 18 - May 17		
Less 1	Unit Opener - A Walk By the Seashore	1
Less 2-5	The Ocean	4
Less 6 - 10	Humphrey the Lost Whale	5
Less 11 - 15	There Once Was a Puffin	5
Less 16 - 19	Hello Ocean	4
Less 20	Unit Wrap-Up	1
	Review	1

Total Days: 21

First Grade Open Court Pacing Guide

August				
M	T	W	T	F
	16	17	18	19
22	23	24	25	26
29	30	31		

September				
M	T	W	T	F
			1	2
5 - H	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21 SLC
24	25	26	27 - H	28 - H
31				

November				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 - H	25 - H
28	29	30		

December				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16

January				
M	T	W	T	F
	3	4	5	6
9	10	11	12	13
16 - H	17	18	19	20 SLC
23	24	25	26	27
30	31			

February				
M	T	W	T	F

Unit 1 - Let's Read		Days
August 16 - September 9		15
After every 5th lesson do writing / reteach		3
Total Days:		18

Unit 2 - Animals		Days
September 12 - October 5		15
After every 5th lesson do writing / reteach		3
Total Days:		18

Unit 3 - Things that Go		Days
October 6 - November 3		15
After every 5th lesson do writing / reteach		3
Total Days:		18

Unit 4 - Our Neighborhood at Work		Days
November 4 - December 1		15
After every 5th lesson do writing / reteach		3
Total Days:		18

Unit 5 - Weather		Days
December 2 - January 11		15
After every 5th lesson do writing / reteach		3
Total Days:		18

Unit 6 - Journeys		Days
January 12 - February 8		15
After every 5th lesson do writing / reteach		3
Total Days:		18

Unit 7 - Keep Trying		Days	Reteach / Writing
February 9 - March 22			
Story 1	Unit Opener - In 1776	1	
Story 2	The Itsy, Bitsy Spider	4	1
Story 3	The Kite	5	1
Story 4	The Garden	5	1
Story 5	The Way of An Ant	3	1
Story 6	The Fox and The Grapes	2	1
Story 7	The Hare and the Tortoise	2	1
Story 8	74th Street	1	1
Total Days:		23	7

Unit 8 - Games		Days	Reteach / Writing
March 26 - May 10			
Story 1	What Game Shall We Play?	1	

		1	2	3
6	7	8	9	10
13	14	15	16	17
20 - H	21	22	23	24
27	28	29		

March				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 SLC
26	27	28	29	30

April				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
23	24	25	26	27
30				

May				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 - H	29	30	31	

June				
M	T	W	T	F
				1 SLC
4	5	6	7	

Story 2	A Game Called Piggie	2	1
Story 3	Jafta	2	1
Story 4	Mary Mack	1	1
Story 5	Matthew and Tilly	4	1
Story 6	The Great Big Ball Game	5	1
Story 7	The Big Team Relay Race	3	1
Total Days:		18	6

Unit 9 Being Afraid		Days	Reteach / Writing
May 11 - June 7			
Story 2	My Brother is Afraid Just About Everything	4	
Story 4	We're Going on a Bear Hunt	3	
Story 5	Strange Bumps	3	
Story 6	Clyde Monster	2	
Story 8	Ira Sleeps Over	4	
Story 10	Three Billy Goats Gruff	2	
Total Days:		18	

**Unit 10 - Homes		Days	Reteach / Writing
Total Days:			

Second Grade Open Court Pacing Guide

August				
M	T	W	T	F
	16	17	18	19
22	23	24	25	26
29	30	31		

September				
M	T	W	T	F
			1	2
5 - H	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21 SLC
24	25	26	27 - H	28 - H
31				

November				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 - H	25 - H
28	29	30		

December				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16

January				
M	T	W	T	F
	3	4	5	6
9	10	11	12	13
16 - H	17	18	19	20 SLC
23	24	25	26	27
30	31			

Getting Started	Days
August 16 - September 6	15

Unit 1 - Sharing Stories	Days	Reteach / Writing
September 7 - October 18		
Story 1 Ant and the Three Little Pigs	5	1
Story 2 Come Back Jack	5	1
Story 3 The Library	5	1
Story 4 Story Hour Staring Megan	5	1
Story 5 Tomas and the Library Lady	5	1
Total Days:	25	5

Unit 2 - Kindness	Days	Reteach / Writing
October 19 - January 6		
Story 1 Mushroom in the Rain	5	1
Story 2 Elves and the Shoemaker	5	1
Story 3 The Paper Crane	5	1
Story 4 The Butterfly House	5	1
Story 5 Corduroy	5	1
Story 6 The Story of Three Whales	5	1
Story 7 Cinderella	5	1
Total Days:	35	7

Unit 3 Look Again	Days	Reteach / Writing
January 9 - March 1		
Story 1 I see Animals Hiding	5	1
Story 2 They Thought They Saw Him	5	1
Story 3 Hungry Little Hare	5	1
Story 4 How to Hide an Octopus	5	1
Story 5 How the Guinea Fowl Got her Spots	5	1
Story 6 Animal Camouflage	5	1
Total Days:	30	6

Unit 4 - Fossils	Days	Reteach / Writing
March 2 - May 7		
Story 1 Fossils Tell of Long Ago	5	1
Story 2 Dinosaur Who Lived in My Backyard	5	1
Story 3 Dinosaur Fossils	5	1
Story 4 Why did the Dinosaur Disappear?	5	1
Story 5 Monster Tracks	5	1
Story 6 Let's Go Dinosaur Tracking	5	1
Total Days:	30	6

Unit 5 - Courage	Days	Reteach / Writing

February				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20 - H	21	22	23	24
27	28	29		

March				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 SLC
26	27	28	29	30

April				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
23	24	25	26	27
30				

May				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 - H	29	30	31	

June				
M	T	W	T	F
				1 SLC
4	5	6	7	

May 8 - June 7			
Story 1	Molly the Brave and Me	5	1
Story 2	Dragons Giants	5	1
Story 3	The Hole in the Dike	5	1
Story 4	A Picture Book of Martin Luther King, Jr.	2	1
Total Days:		17	4

Third Grade Open Court Pacing Guide

August				
M	T	W	T	F
	16	17	18	19
22	23	24	25	26
29	30	31		

September				
M	T	W	T	F
			1	2
5 - H	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21 SLC
24	25	26	27 - H	28 - H
31				

November				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24 - H	25 - H
28	29	30		

December				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16

January				
M	T	W	T	F
	3	4	5	6
9	10	11	12	13
16 - H	17	18	19	20 SLC
23	24	25	26	27
30	31			

Getting Started	Days
August 16 - September 6	15

Unit 1 - Friendship		Days	Reteach / Writing
September 7 - October 31			
Story 1	Gloria Who Might be My Best Friend	5	1
Story 2	Angel Child, Dragon Child	5	1
Story 3	The Tree House	5	1
Story 4	Rugby and Rosie	5	1
Story 5	Teammates	5	1
Story 6	The Legend of Damon Pythias	5	1
Total Days:		30	6

Unit 2 - City Wildlife		Days	Reteach / Writing
November 1 - January 6			
Story 1	The Boy Who Didn't Believe in Spring	5	1
Story 2	City Critters	5	1
Story 3	Make Way for Ducklings	5	1
Story 4	Urban Roosts	5	1
Story 5	Two Days in May	5	1
Story 6	Secret Place	5	1
Total Days:		30	6

Unit 3 - Imagination		Days	Reteach / Writing
January 9 - March 1			
Story 1	Through Grandpa's Eyes	5	1
Story 2	The Cat Who Became a Poet	5	1
Story 3	A Cloak for the Dreamer	5	1
Story 4	Picasso	5	1
Story 5	The Emperor's New Clothes	5	1
Story 6	Roxaboxen	5	1
Total Days:		30	6

Unit 4 - Money		Days	Reteach / Writing
March 2 - May 15			
Story 1	A New Coat for Anna	5	1
Story 2	Alexander, Who Used to be Rick Last S.	5	1
Story 3	Kids Did It! In Business	5	1
Story 4	The Cobbler's Song	5	1
Story 5	Four Dollars and Fifty Cents	5	1
Story 6	The Go-Around Dollar	5	1
Story 7	Uncle Jed's Barbershop	5	1
Total Days:		35	7

February				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20 - H	21	22	23	24
27	28	29		

March				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 SLC
26	27	28	29	30

April				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
23	24	25	26	27
30				

May				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 - H	29	30	31	

June				
M	T	W	T	F
				1 SLC
4	5	6	7	

Unit 5 - Story Telling		Days	Reteach / Writing
May 16 - June 7			
Story 1	A Story, A Story	4	1
Story 2	Oral History	4	1
Story 3	Storm in the Night	4	1
Total Days:		12	3

Assessments in OCR Program Benchmarks

Kindergarten:

	Beginning	Mid-year	End-of-year
Name Writing	X	X	X
Print and Book Awareness	X	X	X
Number Recognition	X	X	X
Counting	X	X	X
Rhyming	X	X	X
Letter Recognition (Upper and Lowercase Letters)	X	X	X
Sound Sequence	X	X	X
Real and Nonsense Words	X	X	X
Story Retelling	X	X	X
Syllable Tapping		X	X
Beginning and Ending Sounds			X
Word Reading			X
Sentence Reading			X
Consonant Sound Naming			X
Blending and Segmentation			X

Grade 1:

	Beginning	Mid-year	End-of-year
Name Writing	X		
Letter Recognition *	X	X	X
Letter Writing	X	X	X
Blending and Segmentation *	X	X	X
Rhyming *	X	X	X
Beginning and Ending Sounds*	X	X	X
Syllable Tapping *	X	X	X
Consonant Sounds*	X	X	X
Real and Nonsense Words	X	X	X
Word Order	X	X	X
Word Reading	X	X	X
Book and Print Awareness *	X	X	X
Story Retelling	X	X	X
Sentence Reading		X	X
Comprehension		X	X
Grammar, Usage, and Mechanics		X	X
Vocabulary			X
Spelling			X

*Do not administer in Fall if mastered at the end of Kindergarten. Once mastered, do not continue to administer.

Grades 2-6:

	Beginning	Mid-year	End-of-year
Comprehension	X	X	X
Vocabulary	X	X	X
Grammar and Usage	X	X	X

Rubric for Standards Based Grading

5 <i>Exceeds the Standard</i>	Problem Solving: * Accurate answer * Flexible Strategies: At least two ways to solve the prblem * Efficient Strategies: Appropriate for grade level and context of problem Communication * Complete written or oral explanation of thinking or strategy in concise, clear, and organized structure * Explanations included extensive correct content vocabulary Reasoning and Connections * Substantial understanding of concept * Clear and appropriate arguments to support and justify solution * Appropriate connections to other strands / standards Representations * Two or more representations: model(picture), chart, diagram, written piece, * Representations clearly, efficiently and effectively illustrate relationships or strategies
4 <i>Meets the Standard</i>	Problem Solving: * Accurate answer * Only one way to solve the problem * Efficient Strategies: Appropriate fro grade level and context of the problems Communication * Complete written or oral explanation with a structure that is organized * Explanations includes a fair amount of correct content vocabulary Reasoning and Connections * Good understanding of the concept * Adequate justification and support for conclusions * Some connections to other strands / standards Representations * At least one representations: model(picture), chart, diagram, written piece, * Representation clearly, efficiently and effectively illustrate relationships or strategies
3 <i>Approaches the Standard</i>	Problem Solving: * partially correct or incomplete answer with minimal errors * Inefficient or inappropriate grade level strategy Communication * Incomplete written or oral explanation with a structure that is disorganized * Vocabulary scant or used incorrectly Reasoning and Connections * Partial understanding of the concept * Incomplete justification and support for conclusions with some breakdown in logic Representations * One model, chart, diagram or piece of work where standard is not used correctly * Representation does not clearly illustrate the concept.
2 <i>Falls Below the Standard</i>	Problem Solving: * Incorrect or partiall partially correct or incomplete answer with several errors * Strategy attempted, but not used correctly or context was applied inappropriately Communication * Incoherent, Incomplete or no written or oral explanation * Limited or no evident of vocabulary Reasoning and Connections * Little or no understanding of the concept * Reasoning is unclear or illogical Representations * One model, chart, diagram or piece of work is unrelated to the concept or relationship * Incomprehensible model or piece of work
1 <i>Material has not been covered</i>	* No response * Completely off-topic in pre-assessment

1st Grade Prompts

Standard: 2.1 Narrative

Directions to the teacher:

Read entire prompt as many times as needed.

Think of something fun you did in the last few days. Do you remember where you were? Were you at home or maybe school? Who was there? Do you remember what you did? Think about how you would explain it to your teacher.

Write one paragraph telling a story about something fun you have done recently.

Remember to tell why it was fun.

Standard: 2.2 Expository

Directions to the teacher:

Choose a picture from a children's story that is easily reproducible. Make copies for students. Read the prompt as many times as needed while students look at the picture. Be sure to include a copy of the picture with student writing samples for the assessors.

Look at the picture closely. Think about all the things in the picture. Think about how you would describe it to your family. What color are the things you are looking at? How do you think they feel to touch or sound? What do you think is happening?

Write one paragraph telling what you see in the picture.

2nd Grade Prompts

Standard: **2.1 Narrative**

Directions to the teacher:

Read prompt as many times as needed. Students have a copy of prompt to refer to.

Prompt 1

Everybody gets scared sometimes. Some people are scared of the dark, some people get scared when watching a frightening movie, some people get scared of going on a roller-coaster, or of swimming. Think of a time you were scared. Where were you? Who was with you? What did it feel like? What exactly made you scared? How would you explain this to your teacher?

Write a two or three paragraph story telling about a time you were scared.

Be sure to tell when and where you were. Also make sure you tell what scared you.

Prompt 2

We all have special things we do with friends and families. They may be things like playing games, going places, or celebrating a special time together.

Write a two or three paragraph story telling about a special time you have spent with a friend or with your family.

Describe what you did, in the order that it happened. Be sure to include who you were with, where you were, what you did first, next and last. Make sure you tell how your special time ended.

Standard: **2.2 Friendly Letter/Expository**

Directions to the teacher:

Read prompt as many times as needed. Students have a copy of prompt to refer to.

Most adults like to help kids learn how to do new things or to teach about something that they know. Sometimes the same person teaches you more than one thing. An adult may have taught you how to ride a bike or tie a shoe. Maybe an adult showed you how to plant flowers or even read. Think of one person who has taught you something. What did they teach you? How did they explain or show you this new thing?

Write a friendly letter to a friend telling about one person who has taught you something. What did you learn?

3rd Grade Prompts

Standard: 2.1 Narrative

Directions to the teacher:

Read prompt once and students have a copy to refer to.

When you do something you are proud of you remember it for a long time. You may remember learning how to skate, or remember catching a fish. Maybe you were proud of telling the truth or doing a math problem correctly in front of the class. Think of a time you were proud. Think about how you felt before that moment. Were you nervous, scared, excited? Can you remember what it looked like and where you were? Do you remember who was there with you and what they said?

Write a few paragraphs telling a story about a time you were proud. Remember to include details to explain how you felt and what it was like that day.

Standard: 2.2 Expository

Directions to the teacher:

Read prompt once and students have a copy to refer to.

It is fun to go places outside of your house or school. Some people go far – like Mexico or Disneyland. Some people go to places near their house. They may go to a Grandparents house, the mall, or the park. Think of a place you like to visit. What is it like there? What do you like to do when you are there? Who goes with you?

Write a letter telling a friend about a place you like to visit and why.

Standard: 2.2 Descriptive/Expository

Directions to the teacher:

Read prompt once and students have a copy to refer to.

Many people have a favorite food. They may like pizza, or ice cream, their Mom's pancakes, or McDonald's Happy Meals. Think of one of your favorite foods. What kinds of things do you like on or with it? Why does your favorite food taste good? What does it smell like? Look like? How would you describe it to someone who had never tried it?

Write one paragraph telling what your favorite food is and why. Remember to describe the food as much as you can.

4th Grade Prompts

Standard: 2.1 Narrative

Directions to the teacher:

Give each student the writing prompt to read to themselves..

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Prompt 1

Think about something fun you have done with your family or friends. At least one is probably memorable because of what happened or where you went. It may have been a huge family vacation, a special activity, or just something you did for an afternoon. Choose one experience you could describe to an adult. Think about where you were, how you got to your destination, who was with you, what you did, how you felt, and why you remember it.

Write a two to three paragraph story describing an experience.

Be sure to use words that describe a lot of details about the event so the adult reader can imagine it happening. Double check that you have a beginning, middle, and end to your story.

Prompt 2

We have all had an experience with an animal at some point in our lives. Some experiences have been interesting, like watching animals at the zoo or seeing them in the wild. Others have been fun, like getting a new puppy. Some have been scary, like being chased by an animal.

Write a two or three paragraph story.

Describe one experience you have had with an animal. Be sure to include when and where the incident occurred, who was there during the incident, and what happened. Include all of the sights and sounds that you remember. Be sure to explain why you remember this event so clearly. Be sure to use words that describe a lot of details about the event so that the adult reader can imagine it happening. Double check that you have a beginning, middle, and an end to your story.

Prompt 3

Imagine that you suddenly wake up and find yourself a player on your favorite sports team. Fans are cheering for you. Tell why they are cheering, and write a story about what happens next.

Write a two or three paragraph story.

Be sure to include when and where the experience occurred, and who was there during the incident. Be sure to use words that describe a lot of details about the event so that the adult reader can imagine it happening. Double check that you have a beginning, middle, and an end to your story.

Standard: 2.2 Response to Literature

Directions to the teacher:

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name

School name

Grade

Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Task: Think about the characters in _____. Choose one character you really understood. How would you describe that character's personality? Think about the things he or she did or said that make you think this.

Write two to three paragraphs describing one character's personality traits. Support your description with information from the text that explains why you describe the character the way you do.

Checklist for Your Writing

- Be sure to use examples of things he or she did or said from the story to explain this character.
- Double check your writing for spelling or punctuation mistakes.

Standard 2.4 Summary

Directions to the teacher:

Choose a short one page piece of non fiction for students to read. Give each student a copy of the writing prompt. Ask students to read the writing prompt and then the story prior to writing.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

When you are reading a piece of non-fiction some information is more important than others. Think about the main ideas of what you just read. What do you think are the main ideas? What would the author say is most important to understand? Think about the order the author wrote the piece you just read and how you would explain it to someone who had not yet read the piece.

Write a summary of what you just read.

Be sure you include only the important information and that you do not put in any of your own ideas or opinions.

5th Grade Prompts

Standard: 2.1 Narrative

Directions to the teacher:

Give each student the writing prompt to be read to themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Waiting is very hard for most people. Whether you're waiting for Christmas morning, your birthday, school to get out, a dentist to call you into his offices, or your mom to finish grocery shopping, it is sometimes very hard. Think back to a time where you had to wait. Was it hard because you were excited, nervous, scared, bored? Try to remember the details of where you were, how you felt, and who was with you.

Write a story telling about a time you had to wait.

Be sure to use words that describe a lot of details about the event so the adult reader can imagine it happening. Double check that you have a beginning, middle, and end.

Standard: 2.2 Response to Literature

Directions to the teacher:

Choose a short story from you anthology or library. Give each student a copy of the writing prompt. Ask students to read the writing prompt and then the story again prior to writing.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Think about the story you just read. Often when we read, one character is someone that we like very much or dislike very strongly. The author uses characterization to make us like or dislike someone in a story. Think about one character. How does the author describe him or her? What sorts of things does the character do or say in the story that make you like them or dislike them? What sorts of things are you thinking about them as you read?

Write several paragraphs explaining how you feel about one character and why? What does the author of the story have them do, say, or act like to make you feel this way?

Be sure to use examples of things the character did or said from the story to explain why you feel this way.

Standard: 2.4 Persuasive

Directions to the teacher:

Give each student a copy of the writing prompt to be read to themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Prompt 1

What if your teacher let you choose the next book or story the whole class was going to read? Try to think of something you've read that you think all of your classmates should read. Why would they like it? Why should your teacher choose this book or story? What makes it a good book or story?

Write a letter to your teacher convincing him or her that the whole class should read a specific book or story?

**Another option may be to let students choose a movie for the class to watch.*

Prompt 2

Some schools now require their students to wear school uniforms. Your school has formed a committee of teachers, parents, and students to develop a proposal regarding school uniforms. Think about the issues the committee will need to talk about, and then write a proposal about school uniforms to your school.

Convince the committee that yours is a good proposal for them to consider. Include at least three arguments for or against your proposal. Include information from your own experience to help explain your ideas.

6th Grade Prompts

Standard: 2.1 Narrative

Directions to the teacher:

Give each student writing prompt to be read to themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Everybody gets scared sometimes. Some people are scared of the dark, some people get scared when watching a frightening movie, some people get scared of going on a roller-coaster, or of swimming. Think of a time you were scared. Where were you? Who was with you? What did it feel like? What exactly made you scared? How would you explain this to your teacher?

Write a story telling about a time you were scared.

Be sure to use words that describe a lot of details about the event so the adult reader can imagine it happening. Double check that you have a beginning, middle, and end.

Standard: 2.2 Expository

Directions to the teacher:

Give each student a copy of the writing prompt to be read to themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Sometimes it is nice to leave home for a day or two. You get to see different things and you often get to do things you cannot do at home. Sometimes it's nice because you get to meet people or spend time with family. A vacation can be spending the weekend at a grandparent's house, going camping, going to Mexico, or visiting Disneyland. Think of a place you would like to vacation. You don't have to have been there before as long as you know you would like to go there. What are the reasons you would like to go?

Write an essay explaining where you would like to vacation and why.

Be sure to include specific details about why you want to visit this one place. Double check that you have a beginning, middle, and end.

Standard: 2.4 Response to Literature

Directions to the teacher:

Choose a short story from you anthology or library. Give each student a copy of the writing prompt. Ask students to read the writing prompt and then the story again prior to writing.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

In almost all literature there are lessons to be learned. Sometimes the moral of a story is obvious while other times you can learn small things from characters or consequences within a story. You may learn more about a culture or time period. You may learn about yourself through other characters. Think about the story you just read. What is something you learned or thought more about because of the characters or the story? What specific things were written in the story that made you think about something in a new way or learn more?

Write a response to literature explaining how this story taught you something. What are the specific things the author wrote that led you to this lesson?

Be sure to use specific examples form the text to support your writing.

Standard: 2.5 Persuasive

Directions to the teacher:

Give each student a copy of the writing prompt to be read to themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

It can be argued that many students have more homework than they can reasonably finish. Think about what you could be doing at home if you weren't doing homework. Would your family be able to interact more if you weren't in the middle of work? Would you be able to do a better job at the work you did have? Could you learn other things? Think about things you could say to your teacher to convince them they should give less homework.

Write a persuasive essay convincing your teacher and school administrators that students should have less homework.

Be sure that you have solid reasons instead of whining. Double check that you explain the benefits of having less work.

7th Grade Prompts

Standard: 2.1 Narratives/Fictional

Directions for the teacher:

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Task: Think about your experiences with animals. Sometimes animals do funny things or can scare you. It's usually very easy to remember the first time you met an animal. Choose one event with an animal you could tell your teacher about. Be sure to describe the animal. Think about where you were, what other people were with you, what happened, and how you felt.

Write a two to three paragraph story explaining a memorable time you had with an animal.

Checklist for Your Writing

- Be sure you use words that describe a lot of details about the event so the adult reader can imagine it happening.
- Double check that you have a beginning, middle, and end.
- Read over your story looking for any mistakes in spelling or punctuation.

Standard: 2.2 Response to Literature

Directions to the teacher:

Choose a short story from you anthology or library. Give each student a copy of the writing prompt. Ask students to read the writing prompt and then the story again prior to writing.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Good writers often use imagery to make their vision more clear to the reader. Imagery is the kind of writing that puts a picture in your head. Very often a good simile, metaphor, or piece of personification gives a more vivid picture than simple adjectives. Think over the story you just read. How did the author use imagery to make their description more clear?

Write an essay describing how the author uses imagery to make us better understand character or events in the story.

Be sure to use specific examples and descriptions from the story to illustrate how the author uses imagery successfully.

Standard 2.4 Persuasive

Directions to the teacher:

Give each student a copy of the writing prompt to be read themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

California recently passed a law making it illegal to smoke in public places. Many people feel that this was a positive piece of legislation; many others feel the law violates their personal rights. Think over how this law affects smokers and non-smokers. Do you agree with it? Consider what facts or examples you have to support what you think? Think about the best way to state these if you were trying to convince others in an article for the local newspaper. How would you argue with facts or examples that support the opposite view?

Write a persuasive essay for your local newspaper stating and defending your position on cigarette smoking in public.

Be sure you have clearly chosen your position and defend it with examples.

Standard 2.5 Response to Literature

Directions to the teacher:

Choose a short story from your anthology or library. Give each student a copy of the writing prompt. Ask students to read the writing prompt and then the story again prior to writing.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

After reading the story or excerpt think about how you would explain the story to someone who has never read this before. Try to remember the most important parts in order how they happen from beginning to end.

Write a summary of the story chosen by your teacher.

Be sure to include all the relevant information and that you do not include personal opinions.

8th Grade Prompts

Standard 2.1 Autobiographical Incident

Directions to the teacher:

Give each student a copy of the writing prompt to be read to themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Often we learn lessons by making mistakes or causing a little trouble. You may learn to be honest by getting caught in a lie. You may learn not to rough house inside after breaking something. Maybe you learned to save your work on the computer after losing a lot of work. Think back and try to remember something you learned by making a mistake or causing a little trouble. Do you remember how it felt? Who was there? What lead up to learning the lesson? What sorts of things were said that day?

Write a short autobiographical incident explaining a time you learned something by making a mistake or causing a little trouble.

Be sure to use specific details and events to make the adult reader really understand where you were, how you felt, and why you remember this incident.

Standard 2.2 Response to Literature

Directions to the teacher:

Choose a short story from your anthology or library. Be sure to include a copy of the text with student responses for assessors. Give each student a copy of the writing prompt. Ask students to read the writing prompt and then the story again prior to writing..

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Think about the story you just read. Often when we read, one character is someone that we like very much or dislike very strongly. The author uses characterization to make us like or dislike someone in a story. Think about one character. How does the author describe him or her? What sorts of things does the character do or say in the story that make you relate to or oppose them? What sorts of things are you thinking about them as you read?

Write several paragraphs explaining how you feel about one character and why? What does the author of the story have them do, say, or act like to make you feel this way?

Be sure to use examples of things the character did or said from the story to explain why you feel this way.

Be sure to use specific examples and descriptions from the story to illustrate how the author uses imagery successfully.

Standard: 2.4 Persuasive

Directions to the teacher:

Give each student a copy of the writing prompt to be read to themselves.

To begin, put your first and last name, the name of your school, grade, and your teacher's name at the top of your paper. Your paper heading should look like this:

Last name, First name
School name
Grade
Teacher name

Next, read the task below carefully. If you need to do any webbing or brainstorming make sure it is on a separate piece of paper than your paragraphs. Write legibly on binder paper. You have one hour to finish your writing.

Many schools in California are choosing to be year-round. This means students go to school for three months then get one off. It is one way of solving over crowded school because there is always one group of students on vacation. Many people like the idea while others like a traditional schedule of three months off in the summer. Think about your experience in school. Think about what it would be like to be in a year-round school compared to a traditional schedule. . Choose which schedule you think is best for students and teachers? What are reasons for this being a better schedule? How would you respond to facts or explanations supporting the opposite view? How would you state these to the school board or Principal?

Write a persuasive essay defending either year-round education or the traditional schedule.

Be sure you have clearly chosen your position and defend it with examples.



MEMORANDUM

TO: Mr Kevin Handley, Superintendent
(9565) Galileo Charter School
ECC: Kevin Handley, Special Education Planning District Director
FROM: Nicole Norvell, Director of Special Education
DATE: November 4, 2011
SUBJECT: Notification of Noncompliance for FFY 2010 (SY 10-11)

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and as required by the United States Department of Education, Office of Special Education Programs (OSEP), the Indiana Department of Education (IDOE) maintains an annual routine of issuing Findings of Noncompliance on the Indicators established by IDEA 2004 and OSEP.

Indicator data is collected year-round and analyzed for noncompliance on Indicators 11 (initial evaluation timelines), 12 (early childhood transitions), 13 (post-secondary transition) and 20 (timely and accurate data reporting). Attached to this letter is a Compliance Data Report detailing your Local Educational Agency's (LEA) Indicator performance during the past school year. The report also includes a description of each indicator, the target for compliance, the source of the data, and any required corrective action.

This letter serves as formal written notification of any findings made by the IDOE with respect to these indicators based on data from FFY 2010 (SY 10-11). If your LEA has received a finding on any one of the indicators, then your LEA must immediately take action to correct any issue(s) of noncompliance. This may include changing policies, procedures and/or practices that contributed to or resulted in noncompliance, as well as implementing the required steps to correct the identified noncompliance.

Pursuant to 20 USC § 1416(a)(3), noncompliance must be corrected as soon as possible but in no case greater than one-year from the date of the issuance of this correspondence. The opportunity to provide the IDOE with evidence of corrected noncompliance will be as follows:

- Indicators 11 & 12: April 1 – June 30 - Evaluation data review and completion of any incomplete evaluations from previous year
- Indicator 13: Summer - Sample of Transition IEPs and correction of IEPs from previous year
- Indicator 20: Varies based on egregiousness of noncompliance

Some LEAs may have already corrected some instances of noncompliance identified in this correspondence. The findings provided in this notice are based on original submitted data representing the full year of activity from July 1, 2010 to June 30, 2011. If you have any questions particular to how your data was used for this process or have any other concerns, please contact Bethany Cecil at 317-232-0566 or bcecil@doe.in.gov.

Compliance Data Report FFY 2009 (SY 09-10)

(9565) Galileo Charter School

November 4, 2011

Compliance Indicator	FFY 2010 (SY 10-11) LEA Results	FFY 2010 (SY 10-11) Target	Data Source	Required Corrective Action
11 – Percent of children who were evaluated within 50 days of receiving parental consent for initial evaluation including the percent of children who were evaluated within 20 days of the beginning of the Response to Intervention timeline.	100%	100%	DOE-EV Report, July 1, 2010 to June 30, 2011	No action needed.
12 – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100%	100%	DOE-EV Report, July 1, 2010 to June 30, 2011	No action needed.
13 – Percent of youth aged 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.	N/A	100%	Indiana Transition Requirements Summer Review	N/A
20 – Reported data are timely and accurate.	Yes	100% timely and accurate	Varies	No action needed.



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

MEMORANDUM

TO: Mr Kevin Handley, Superintendent
(9565) Galileo Charter School

ECC: Kevin Handley, Local Director of Special Education

FROM: Nicole Norvell, Director of Special Education

DATE: November 4, 2011

SUBJECT: State Issuance of Local Determinations

As outlined in the Individuals with Disabilities Education Act (IDEA), section CFR§300.600, each state must make determinations annually regarding the performance of each Local Educational Agency (LEA). For FFY 2008 (SY 2008-2009) those determinations were made on November 9, 2010. The following information regarding federal indicators is needed in order to calculate local determinations:

- Indicator 9: Disproportionate Representation in Special Education as a result of inappropriate identification
- Indicator 10: Disproportionate Representation in Specific Disability Categories as a result of inappropriate identification
- Indicator 11: Child Find, percent of children determined eligible within 50 days
- Indicator 12: Part C to B Transition, percent of children with an IEP by the 3rd birthday
- Indicator 13: Secondary Transition, percent of youth age 14 or in 9th grade with measureable annual IEP goals and transition services
- Indicator 15: Monitoring, general supervision system identifies and corrects noncompliance within one year
- Indicator 20: Timeliness of State Reported Data and Reports, state reported data are timely and accurate

The above information is required for all years in order to meet the requirements outlined in IDEA. For FFY 2009 (SY 2009-2010) Indiana has all necessary information obtained to make local determinations with the exception of information pertaining to Indicators 9 and 10.

On September 15, 2011, Indiana received notification from the Office of Special Education Programs (OSEP) that the definition and calculation methodology that was being utilized for Indicators 9 and 10 had potential racial/ethnic discriminatory practices and it was required that Indiana determine a new definition and calculation method. The methodology and definition that had been utilized was as follows:

Indiana defines disproportionate representation (or disproportionality) of racial and ethnic groups (cognitive disability, specific learning disabilities, emotional disabilities speech language impairments, other health impairments, and autism) in special education and related services as a risk ratio greater than 2.0 (for over-representation) and a risk index that is equal to or greater than the state average or a risk ratio less than 0.5 (for under-representation) and a risk index less than half the State average in special education and related services, for two consecutive years.

The concern that was raised by OSEP indicated that when the calculations were completed, different “bars” were set for each racial/ethnic group and this represented a lack of racial/ethnic neutrality. In acknowledgement of those issues, Indiana has submitted to OSEP the revised definition:

Indiana defines disproportionate representation of racial and ethnic groups in special education & related services and in specific disability categories as a risk ratio greater than 2.0 or a risk ratio less than 0.5 for two consecutive years.

In calculating the risk ratio, Indiana will change its methodology to assure race neutrality by comparing each racial/ethnic group risk index for students with disabilities to the state risk index for all students with disabilities (see attached example). This change in methodology has forced the recalculation of data and thus made issuing local determinations by November 9, 2011 not possible. New calculations are currently being completed and any LEA that has been identified as being statistically noncompliant for Indicators 9 and/or 10 will be notified as to next steps. The calculations as well as the review of policies, procedures and practices will be completed by February 2012 and local determinations will be made at that time.

For all other Indicators listed above, LEAs will receive notifications of any identified noncompliance by November 9, 2011. Please direct questions pertaining to this memorandum to 317-232-0570 or via email to specialeducation@doe.in.gov. When sending email communications regarding this memorandum please title them “Local Determinations”.

Attachment –

Example: LEA "A" Risk Ratio exceeds 2.0 for two consecutive years. The LEA is identified as having an "Over" Disproportionate Representation of Black Students in the cognitive disability category.

Disproportionate Representation – Black Students:

		Total Student Enrollment	Total Black Student Enrollment	Total Students Served in the Cognitive Disability Category	Total Black Students served in the Cognitive Disability Category	Risk Index	Risk Ratio
FFY 2009 (SY 09/10)	STATE	1,047,071	128,231	17,984	4529	1.72%	
	LEA "A"	31,549	7,996	980	430	5.38%	3.13
FFY 2010 (SY 10/11)	STATE	1,043,330	134,375	16,757	4187	1.61%	
	LEA "A"	30,325	9,658	946	420	4.35%	2.70

FFY 2009 (SY 09-10)

RISK INDEX	
FFY 2009 Rate for LEA "A"	FFY 2009 Rate for State
$\frac{430 \text{ Black CD in LEA "A"}}{7,996 \text{ Black Enrollment in LEA "A"}}$	$\frac{17,984 \text{ CD in State}}{1,047,071 \text{ Enrollment in State}}$
FFY 2009 LEA Risk Index = 0.0538 or 5.38%	FFY 2009 State Risk Index = 0.0172 or 1.72%
RISK RATIO	
FFY 2009 LEA Risk Ratio =	$\frac{\text{LEA – Risk Index for Black in CD}}{\text{State Risk Index for all in CD}}$
FFY 2009 LEA "A" Risk Ratio =	$\frac{5.38\%}{1.72\%}$
FFY 2009 LEA "A" Risk Ratio =	3.13

FFY 2010 (SY 10-11)

RISK INDEX	
FFY 2010 Rate for LEA "A"	FFY 2010 Rate for State
$\frac{420 \text{ Black CD in LEA "A"}}{9,658 \text{ Black Enrollment in LEA "A"}}$	$\frac{16,757 \text{ CD in State}}{1,043,330 \text{ Enrollment in State}}$
FFY 2010 LEA Risk Index = 0.0435 or 4.35%	FFY 2010 State Risk Index = 0.0161 or 1.61%
RISK RATIO	
FFY 2010 LEA Risk Ratio =	$\frac{\text{LEA – Risk Index for Black in CD}}{\text{State Risk Index for all in CD}}$
FFY 2010 LEA "A" Risk Ratio =	$\frac{4.35\%}{1.61\%}$
FFY 2010 LEA "A" Risk Ratio =	2.70

Galileo Charter School

777 North 12th Street- Richmond, IN 47374

Telephone: 765-983-3709

Facsimile: 765-9833735

Email: community@galileocharterschool.org

Procedure for Paperwork

With Case Conferences, Initial Evaluations, and RTI there will be a need for paperwork from teachers and parents. In order to make sure that everything is done timely and professionally we will implement a new system. This procedure is to ensure communication and accountability.

If a form/questionnaire/parent notice/etc. is needed for a student it will be left in the teacher's mailbox. You will always receive an email with a reminder of when the form is due back, where the form is (your mailbox), and where to return it. It is suggested that you also scan the paper before you send it back to me in case it does get lost/misplaced.

Please make sure that you are checking your mailboxes and email on a regular basis.

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Procedures for Evaluations and Reevaluations

The referral process can be done by a parent or a teacher. A parent/guardian can request an evaluation in writing, or verbally, to any licensed staff member.

When a parent expresses a concern or requests an evaluation, the staff member who receives the request must put the conversation in writing and send to the Special Education Coordinator in 24 hours. If the request is made in writing they will need to relay the letter to the Special Education Coordinator in 24 hours. When the request is made, the procedure will be as follows:

- The Special Education Coordinator (SEC) will get the permission to evaluate form ready and to the parents. The school has 10 school days from the date of referral to send the notice of evaluation, with permission (form 1 or 2) or refusal (form 3), and procedural safeguards to the parent/guardian.
- If the school refuses to do an evaluation, a notice needs to be sent to the parents with the notice of actions they can take if they disagree with the decision (form 3, 4, 5).
- If the student is being referred after being involved in RtI the school then has 20 school days to evaluate and convene. If the evaluation is an initial evaluation the school has 50 school days to evaluate and convene.
- The SEC will email administrative staff and evaluator and inform them of the evaluation after the signature page has been returned. This email will include the following:
 - o Name and grade of student to be evaluated
 - o Date request was made
 - o Date signature page was signed
 - o Case Conference due date
 - o Areas to be assessed
 - o A read receipt will be attached
- Teachers will be emailed a copy of the forms that will need to be filled out for the evaluation. The date that they need to be returned will be included in the email. These forms will also be put in the teacher's mailbox.
- The evaluator will contact the SEC after receiving email notification and coordinate a time that will work best for the evaluation.

- Administrative staff, administrative assistants, and teachers will be notified via email of the evaluation date and time. The email will include the following information:
 - o Student to be tested
 - o Date of the evaluation
 - o If paperwork is not returned, a reminder of paperwork and due date will be included.
 - o a list of the paperwork to be given to evaluator when he comes to the school and who will have the paperwork
 - o A reminder to administrative assistants that SEC is to be called when evaluator arrives at the school.
 - o A read receipt attached
- After evaluation is completed the evaluator will send results to the SEC.
- The SEC will contact parents and schedule case conference meeting and coordinate a time to get evaluation results to the parent or schedule a time to meet about results before CC meeting (depending on box checked by parents on permission to evaluate).
- SEC will email administrative staff and teachers date for CC and attach any forms needed. This will include the date forms should be returned and a hard copy will be placed in teacher's mailboxes.
- SEC will email an invitation on the Outlook program for the staff to respond and include on their calendar as well.
- SEC will prepare a draft of the IEP for the conference.
- SEC and staff will meet with parents for CC and determining eligibility.

Student Name:

Grade:

School:

Mark instruction that this student has completed.

Whole Class	Small Groups	One-to-One	Independent Work																														
☐ Interactive Reading ☐ Community Writing ☐ Modeled/Shared Reading ☐ Modeled/Shared Writing ☐ Reading Mini-Lessons ☐ Writing Mini-Lessons ☐ Whole Group Share ☐ Spelling Principal Mini-Lessons ☐ Phonics, Word Study, Interactive Edit ☐ Current Events ☐ Interactive Vocabulary ☐ Reader's Theater ☐ Choral Reading ☐ Focus in on individual during	☐ Guided Reading ☐ Reader's Theater ☐ Literature Study ☐ Guided Writing ☐ Interactive Writing ☐ Buddy Study Test and Activities ☐ Pair Share ☐ Group Practice ☐ Paired Guided Reading ☐ Writing Conference ☐ Guided Writing ☐ Other (describe)	☐ Guided Reading Focusing on Individual Student in Group ☐ Reading Conference ☐ Writing Conference ☐ Individual Spelling List ☐ Individual Guided Choice Activities ☐ Community Writing ☐ Other (describe)	☐ Independent Workstation ☐ Student Choice ☐ Independent Reading ☐ Independent Writing Use as needed: <table border="1"> <thead> <tr> <th>Data Points</th> <th>Tri 1</th> <th>Tri 2</th> <th>Tri 3</th> </tr> </thead> <tbody> <tr> <td>Benchmark Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6 Traits Scores</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3">ISTEP+</td> <td>Date:</td> <td>Date:</td> <td>Date:</td> </tr> <tr> <td>Score/Passing Score</td> <td>Score/Passing Score</td> <td>Score/Passing Score</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Behavioral Issues</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Attendance Issues</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Data Points	Tri 1	Tri 2	Tri 3	Benchmark Level				6 Traits Scores				ISTEP+	Date:	Date:	Date:	Score/Passing Score	Score/Passing Score	Score/Passing Score				Behavioral Issues				Attendance Issues			
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Comments:																																	

**Galileo Charter School
Response to Instruction (RTI)**

Tier I (Core Instruction)

CLASSROOM INSTRUCTION/INTERVENTION STRATEGIES

Student _____ Birth Date _____

School _____ Grade _____ Teacher _____

TIER I INSTRUCTION FOR: READING _____ MATH _____ BEHAVIOR _____

Intervention Goal: _____

If Applicable: Specific Intervention Strategy (to be implemented for a minimum of 6 weeks): *Our data says this child isn't where s/he should be so...What will I do differently to meet the needs of this child?* _____

Date of Implementation of Specific Intervention Strategy: _____

Decision Point (after minimum of 6 weeks of strategy implementation) *Does the data show that this strategy is working? What will I do next?* Date of decision: _____

- ☐ Problem resolved; discontinue intervention plan
- ☐ Problem not resolved; continue same instruction/intervention at Tier I for one more intervention cycle.
- ☐ Problem not resolved; redesign or modify instruction/intervention at Tier I. (Complete the bottom form)
- ☐ Problem not resolved; move to Tier II at the recommendation of the Grade Level Team.

Specific Intervention Strategy (to be implemented for a minimum of 6 weeks): *Our data says our first intervention hasn't been successful...What else can I do to meet the needs of this child?* _____

Date of Implementation of Specific Intervention Strategy: _____

Decision Point (after minimum of 6 weeks of strategy implementation) *Does the data show that this strategy is working? What will I do next?* Date of decision: _____

- ☐ Problem resolved; discontinue intervention plan
- ☐ Problem improved but not resolved; continue Tier I interventions.
- ☐ Problem not resolved; move to Tier II at the recommendation of the Grade Level Team.

I certify that the above-noted instruction/strategies were conducted as described.

Signature of Administrator

Date

Signature of Teacher

Date

Galileo Charter School
Response to Instruction (RTI)
Tier II (below grade level)

TARGETED SMALL GROUP INTERVENTION STRATEGIES

Student _____ Birth Date _____
School _____ Grade _____ Teacher _____

TIER II INSTRUCTION FOR: READING _____ MATH _____ BEHAVIOR _____

Date of Grade Level Meeting _____

Intervention Goal: _____

Specific Intervention Strategy (to be implemented for a minimum of 6 weeks): *Our data says this child isn't where s/he should be so...What will I do differently to meet the needs of this child?* _____

Duration: _____ minutes Frequency: _____ times per week Responsible Party _____

Date of Implementation of Specific Intervention Strategy _____

Complete and send the Tier II Notice of Intervention to the parent along with the RTI Primer for Parents

Decision Point (after minimum of 6 weeks of strategy implementation) *Does the data show that this strategy is working? What will we do next?* Date of decision: _____

- ☐ Problem resolved; discontinue intervention plan.
- ☐ Problem improved; return to Tier I classroom instruction/intervention and progress monitoring.
- ☐ Problem not resolved; continue same instruction/intervention at Tier II for one more intervention cycle.
- ☐ Problem not resolved; redesign or modify instruction/intervention at Tier II (complete the bottom form).
- ☐ Problem not resolved; refer to Problem Solving Team for discussion of Tier III intervention.

The following should be completed before the Problem Solving Team Meeting:

- *Teacher Report of Educational History* (to be completed by the classroom teacher)
- *Parental Report of Social and Developmental History* (to be completed in interview with the parent)

Schedule the Problem Solving Team meeting, and invite the parent to participate.

(Complete this section if a revised Tier II intervention will be implemented)

Specific Intervention Strategy (to be implemented for a minimum of 6 weeks): *Our data says this child isn't where s/he should be so... What will I do differently to meet the needs of this child?* _____

Duration: _____ Frequency: _____ Responsible Party _____
minutes times per week

Date of Implementation of Specific Intervention Strategy: _____

Complete and send the Tier II Notice of Intervention to the parent

Decision Point (after minimum of 6 weeks of strategy implementation) *Does the data show that this strategy is working? What will we do next?* Date of decision: _____

- ☐ Problem resolved; discontinue intervention plan.
- ☐ Problem improved; return to Tier I classroom instruction/intervention and progress monitoring.
- ☐ Problem not resolved; redesign or modify instruction/intervention at Tier II (complete the bottom form).
- ☐ Problem not resolved; refer to Problem Solving Team for discussion of Tier III intervention.

The following should be completed before the Problem Solving Team Meeting:

- *Teacher Report of Educational History* (to be completed by the classroom teacher)
- *Parental Report of Social and Developmental History* (to be completed in interview with the parent)

Schedule the Problem Solving Team meeting, and invite the parent to participate

NOTES:

I certify that the above-noted strategies were conducted as described.

Signature of Administrator Date

Signature of Teacher Date

Signature of Interventionist Date

Galileo Charter School
Response to Instruction (RTI)

Intensive

To be completed at Problem Solving Meeting

SMALL GROUP OR INDIVIDUAL INTERVENTION STRATEGIES

Student _____ Birth Date _____

School _____ Grade _____ Teacher _____

TIER II INSTRUCTION FOR: READING _____ MATH _____ BEHAVIOR _____

Date of Problem Solving Team Meeting: _____

Problem Solving Process: Review data from *Parent Report of Social and Developmental History* and *Teacher Report of Educational History*, as well as data from Tiers I and II. Determine if the evidence supports that the student's problems may be due to:

_____ Problems with attention	_____ Medical Problems	_____ Behavioral problems
_____ Problems with motivation	_____ Mental Health Problems	_____ Family trauma
_____ Attendance/tardiness problems	_____ Home environment	_____ Other: _____
_____ Frequent school interruptions	_____ Legal problems	

Identify possible resources and interventions to address the identified barriers:

Problem	Intervention	Who will provide	When will it start?

Intervention Goal: _____

Specific Intervention Strategy (to be implemented for a minimum of 10 weeks): *Our data says this child isn't where s/he should be so...What will we do differently to meet the needs of this child?* _____

Duration: _____ Frequency: _____ Responsible Party _____
minutes times per week

Date of Implementation of Specific Intervention Strategy: _____

Complete and send the Tier III Notice of Intervention to the parent

Decision Point (after minimum of 10 weeks of strategy implementation) *Does the data show that this strategy is working? What will we do next?* Date of decision: _____

- ☐ Problem resolved; discontinue intervention plan.
- ☐ Problem improved; return to Tier I or Tier II instruction/intervention and progress monitoring.
- ☐ Problem not resolved; continue same instruction/intervention at Tier III for one more intervention cycle.
- ☐ Problem not resolved; redesign or modify instruction/intervention at Tier III (complete the next section).
- ☐ Problem improved, but resources needed to maintain intervention are beyond what is available in general education; convene staffing for discussion of referral for educational evaluation.
- ☐ Problem not resolved; convene staffing for discussion of referral for educational evaluation.

Complete this section if a modified Tier III intervention will be implemented:

Date of Problem Solving Team Meeting: _____
Specific Intervention Strategy (to be implemented for a minimum of 10 weeks): *Our data says this child isn't where s/he should be so...What will we do differently to meet the needs of this child?* _____

Duration: _____ Frequency: _____ Responsible Party _____
minutes times per week

Date of Implementation of Specific Intervention Strategy: _____

Decision Point (after minimum of 10 weeks of strategy implementation) *Does the data show that this strategy is working? What will we do next?* Date of decision: _____

- ☐ Problem resolved; discontinue intervention plan.
 - ☐ Problem improved; return to Tier I or Tier II instruction/intervention and progress monitoring.
 - ☐ Problem not resolved; continue same instruction/intervention at Tier III for one more intervention cycle.
 - ☐ Problem improved, but resources needed to maintain intervention are beyond what is available in general education; convene staffing for discussion of referral for educational evaluation.
 - ☐ Problem not resolved; convene staffing for discussion of referral for educational evaluation.
-

Problem Solving Team Participants:

<u>Name</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I certify that the above-noted strategies were conducted as described.

_____ Signature of Administrator	_____ Date	_____ Signature of Teacher	_____ Date

_____ Signature of Interventionist	_____ Date

RTI

District Forms

2011-2012

**Galileo Charter School
Response to Intervention**

**Galileo Charter School
Response to Instruction
TEACHER REFERRAL**

Teacher's signature for receipt of the Student Data Form and Tier I Documentation Form

____ *Medical

____ Other, specify _____

interventions in an effort to improve his/her overall performance.

I have observed problems that interfere with his/her educational progress in the following area(s).
Check all that apply

____ Academic performance, low or failing grades

Note: * Broken limbs; injuries; or medical emergencies may not require the completion of pages 1 and 2 of the student data or Tier I Documentation Form. However the RTI committee **must** Date for student to be brought to the RTI committee:

Signature Date

RTI Chair to sign and date receipt of referral:

Student Name:

Student ID. Number:

Teacher:

Grade:

Referring Teacher: _____

Is this the student's first referral? ____ If no give dates of previous referrals: ____

meet and document the recommendation and minutes.

TO: Response to Instruction Administrator/Chairperson,

I request that the above-named student be reviewed by the RTI team to assist in providing

____ Language

____ Speech, articulation

____ Behavior and/or discipline

Phone:

Phone: _____(work)

**Galileo Charter School
Student Support System
PARENT REFERRAL TO SUPPORT TEAM**

Student Name _____ ID# _____ DOB: _____

School _____ Grade _____ Teacher _____

Parent(s) _____ (home) _____ (work)

Father
Address _____
_____ (home)

Mother
Address _____

I am requesting that _____ be referred to the Intervention team for review to
(Student)

the **educational program**. The review is requested because: [include behaviors observed at home, academic strengths/ weaknesses noted during homework completion, strategies attempted to correct the problem at home and in conjunction with the classroom teacher(s):

Has the classroom teacher indicated concerns about your child's academic performance?

Yes No

If yes, please list:

What classroom instructional strategies do you think would help your child? _____

Has your child had any previous evaluations through any school system or private provider? _____ if
yes, does the school have a copy of that evaluation? _____ Who did the evaluation? _____
What is the date of the evaluation ? _____

Please describe any significant factors (development, medical or situational you feel may impact this student's ability to benefit from the current educational program:

(Parent or Legal Guardian)

*Note: The Response to Instruction Team will review your concerns about your child and make suggestions if appropriate. Every effort is made to meet the student's needs in the least restrictive environment.

Signature_____

Classroom Observation Form

Teacher: _____ School: _____

Date: _____ Time: _____ Pre-Conference held: ☐ Yes, date _____ ☐ NA

This form focuses on performance standards that likely will be observed in a formal observation. A space for notes is provided at the end of the form for additional comments, commendations, and recommendations relating to other performance standards that the evaluator may observe. *A copy of the completed observation form is given to the teacher at the post-conference.*

1. DATA-DRIVEN PLANNING

- ◆ Clear, logical, integrated plans with IAC and CC and curriculum guides
- ◆ Selection of strategies
- ◆ Coherent instructional plans
- ◆ Curriculum materials
- ◆ Learning needs are accommodated
- ◆ Student performance expectations are identified
- ◆ Plans address short- and long-range goals

SPECIFIC EXAMPLES:

2. INSTRUCTIONAL DELIVERY

- ◆ Variety of teaching methods, strategies, resources
- ◆ Effective pacing
- ◆ Student involvement
- ◆ Differentiation
- ◆ Relevance of instruction
- ◆ Technology use
- ◆ Essential knowledge, critical thinking, and problem solving

SPECIFIC EXAMPLES:

4. LEARNING ENVIRONMENT

- ◆ Climate of trust and respect
- ◆ Diversity appreciation
- ◆ Safe and positive environment
- ◆ Time use
- ◆ Classroom rules/routines
- ◆ Student engagement

SPECIFIC EXAMPLES:

ADDITIONAL NOTES

Observer's Signature: _____

Teacher's Signature if used as an informal instrument: _____

NOTES: ☐ Post-conference scheduled for _____ ☐ Email me more about _____

Galileo Charter School

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Lead Teacher of Academics

Job Description

Job Title:	Lead Teacher of Academics
Reports Directly To:	Chief Academic Officer
Supervises:	Positions assigned by C. A. O.
Job Category:	Full-Time, Salaried, Exempt
Department:	Student Learning/Administration

QUALIFICATIONS:

1. Bachelors degree in Education from an accredited college or university.
2. Grade-appropriate Indiana State Teacher's License.
3. Three years experience as a certified classroom teacher.
4. Current CPR/First Aid certification.
5. Excellent written, oral, and interpersonal communication skills.
6. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the instructional and administrative staff. Provide leadership for the school and supervision, coaching, and mentoring for assigned staff members. Demonstrate professionalism, ethics, integrity, confidentiality, and leadership as a member of the administration. Work closely with school staff, students, and families to ensure a high-functioning, successful educational environment for all stakeholders.

AREAS OF CONCENTRATION:

- Academic coaching, curricula implementation, assessment, and evaluation
- Academic area, grade level, and cluster team coordination
- Title I, Special Education, and RtI coordination
- Staff supervision and professional development planning
- Teachers, instructional assistant staff, and student observation, learning and growth

PERFORMANCE RESPONSIBILITIES:

School Leadership:

- Serve as member of administrative leadership team in providing overall direction for Galileo Charter School and in maintaining the mission and vision of the school.
- Ensure the education, health, and safety of the children entrusted to Galileo Charter School.
- Practice fidelity in program implementation and program evaluation.

- Uphold school/district policies, state standards, and state and federal educational laws.
- Model Galileo Charter School cornerstones and values in working with students, families, colleagues, and community members.
- Update and distribute school manuals and handbooks as directed by C. A. O.

Staff Leadership, Development, and Supervision:

- Serve as faculty for professional development in-services and staff training.
- Relay information from administration and C. A. O. in a timely and effective manner to appropriate staff.
- Participate in hiring, supervision, and evaluation processes for school staff.
- Provide support and guidance to certified classroom teachers, instructional assistants, and assigned direct reports.
- Observe assigned staff in their work roles and working environments; engage in dialogue to provide informal and formal performance feedback and coaching in order to improve employee effectiveness and skills.
- Facilitate brainstorming, problem-solving, and leadership skills in others.
- Oversee employee professional development plans; ensure adequate resources for staff development.

Curriculum Development, Implementation, and Assessment:

- Oversee curriculum development process; provide direction and implementation processes for all curricula.
- Ensure adoption and implementation of curriculum according to school and state standards and federal requirements.
- Assist administrative team and instructional staff in creating assessment plans.
- Maintain quality instruction and rigorous curriculum.
- Prepare and submit appropriate documentation/reporting to comply with school, state, and federal requirements.

Professional Development Coordination and Planning:

- Organize and coordinate professional development activities for instructional staff.
- Assist instructional staff in developing best practices in data-driven, individualized instruction of students.
- Provide templates and resources for tracking professional development activities to staff.

Title I, Special Education, and RtI and Data Driven Instruction Coordination:

- Adhere to federal regulations in program implementation of Title I, Special Education, and RtI.
- Supervise Title I and Special Education staff; ensure staff compliance and fidelity with program requirements.
- Utilize data to inform instructional practices school-wide, by grade levels, and in curricular areas.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the C. A. O.
- Respond constructively to challenges and changing conditions.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.
- Respect and follow the organizational reporting structure (chain of command) and help school staff to follow the reporting structure.
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; professional communication and public speaking; teamwork; conflict resolution; servant leadership; organizing; creativity and innovation; personal accountability; teaching and assessment of learning; project management; strategic thinking and planning; data utilization; data-driven decision making; networking with community resources.

TERMS OF EMPLOYMENT: Twelve month year.

EVALUATION: Performance of this job will be evaluated once yearly.



Evaluation of Standards

Rate the employee's performance in the categories listed using the following codes.

(1)	Needs significant improvement; far below standards.
(2)	Needs improvement to meet standards.
(3)	Good, solid; meets standards
(4)	Highly effective; consistently exceeds expectations.
(N/A)	Not applicable

I. Basic Job Requirements	Rating
A. Understanding of the Job: Does employee have adequate knowledge and skills related to the requirements to complete the variety of tasks required by the job?	
B. Quality of Work: Is the quality of work acceptable and does it meet established standards? Is the employee accurate?	
C. Productivity and Efficiency: Does employee complete assignments on schedule, use resources wisely and manage time effectively?	
D. Reliability, Dependability: Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?	
E. Initiative: Does the employee demonstrate initiative and resourcefulness by taking appropriate action with a minimum of direction as situations arise? Does the employee seek opportunities to learn new skills, and make suggestions for improving work processes?	
F. Servant- Leadership: Does the employee demonstrate a desire to serve, show a willingness and readiness to provide good service to students, staff, and /or the public?	
G. Servant-Leadership: Does the employee exhibit honesty, integrity, and high ethical standards while performing their job duties?	
II. Interpersonal Skills	Rating
A. Communication: Does the employee provide accurate and clear written and verbal information; present information effectively; listens effectively; comprehend and follow direction; and ask appropriate and timely questions?	
B. Cooperation: Does the employee give assistance to others to enable colleagues or the team to meet stated goals and objectives?	
C. Teamwork: Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the school?	
D. Conflict Resolution: Does the employee take initiatives to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work environment?	
E. Servant-Leadership: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?	
F. Servant-Leadership: Does the employee actively seek opportunities for improvement of his or her interpersonal skills?	
III. Job Specific Attributes	Rating
A. Planning and Organizing: Does the employee set individual objectives and goals, and establish appropriate priorities?	
B. Problem Solving: Does the employee identify and evaluate alternative solutions and make appropriate decisions?	
C. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?	
D. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen constraints?	

E. Servant-Leadership: Does the employee manage the resources entrusted to him or her with efficiency and economy?	
F. Servant-Leadership: Does the employee take ownership of job duties and hold himself/herself accountable for projects and job duties?	
iv. Lead Teacher of Social Development	Rating
A. School Leadership	Rating
Serve as member of administrative leadership team in providing overall direction for Galileo Charter School and in maintaining the mission and vision of the school.	
Ensure the education, health, and safety of the children entrusted to Galileo Charter School.	
Practice fidelity in program implementation and program evaluation.	
Uphold school/district policies, state standards, and state and federal educational laws.	
Model Galileo Charter School cornerstones and values in working with students, families, colleagues, and community members.	
Update and distribute school manuals and handbooks as directed by C. A. O.	
B. Staff Leadership, Development, and Supervision::	Rating
Serve as faculty for professional development in-services and staff training.	
Relay information from administration and C. A. O. in a timely and effective manner to appropriate staff.	
Participate in hiring, supervision, and evaluation processes for school staff.	
Provide support and guidance to certified P.E. teacher, instructional assistants, and assigned direct reports.	
Oversee student development staff positions and activities that support the school and student-related services, including student discipline and after school programs.	
Observe assigned staff in their work roles and working environments; engage in dialogue to provide informal and formal performance feedback and coaching in order to improve employee effectiveness and skills.	
Facilitate brainstorming, problem-solving, and leadership skills in others.	
Oversee employee professional development plans; ensure adequate resources for staff development.	
C. Student Recruitment and Retention	
Identify opportunities for Galileo Charter School visibility in the community (e.g., health fairs, church carnivals, local store community days).	
Plan and host Galileo events for community leaders in order to share the mission and success with the general public.	
Assist in Galileo recruitment and enrollment events; provide appropriate staffing including coordinating staff volunteers for events.	
Collect and maintain student registration forms and provide information to students, parents and teachers regarding registration and orientation at the beginning of each school year.	
Evaluate students to determine their need for school related services.	
Effectively communicate with students, families, and staff regarding student needs as well as upcoming school events.	
Generate, implement, and evaluate school-related programs.	
Develop and implement referral process for school-related services.	
Collaborate with community agencies to provide for student needs.	
Meet with individuals and community groups to explain school programs and student problems; visit family homes or agency/business facilities as needed to foster relationships.	
Develop, plan, advertise/market, and staff school wide events to build community with families, students, and staff.	

D. <u>Student Attendance:</u>	Rating
Maintain attendance and tardiness records according to state and school policies and provide this information to faculty and staff.	
Develop and lead intervention strategies for students-at-risk due to tardiness and absences.	
E. <u>Student Behavior:</u>	Rating
Implement school-wide discipline plan; confer with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare.	
Research, implement, monitor, and assess effectiveness of restitution policies and procedures.	
Disseminate all school rules and regulations; participate in the development and improvement of student rules and regulations.	
Orient/train all faculty and staff on these rules and regulations.	
Conduct all investigations into violations of the rules and regulations.	
Supervise after-school detention staff and assign other discipline duties.	
Oversee the Four Tier Behavior Plan for RtI Program and serve as a member of the RtI team.	
Develop behavioral RtI on character building and self-esteem.	
Resolve all discipline problems in a fair and just manner, and maintain records of any disciplinary action taken in accordance with due process.	
F. <u>Student Development:</u>	Rating
Responsible for Character building and self-esteem curricula implementation, assessment, and evaluation.	
Participate in all matters of student development.	
Counsel individual students and, when appropriate, recommend and arrange for additional guidance and counseling from in-school or outside providers.	
Implement school mentoring program.	
Implement school service learning projects.	
Coordinate, implement, supervise and help develop all extra-curricular and interschool activities, programs and events.	
G. <u>Professional Responsibilities and Development</u>	Rating
Adhere to district and school policies and procedures.	
Share responsibilities for accomplishing the goals and priorities of the assigned grade, building, and school.	
Complete clerical responsibilities within established timeline parameters.	
Maintain a working rapport and mutual respect with all employees.	
Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).	
Coordinate projects and initiatives as directed by the C.A.O.	
Respond constructively to challenges and changing conditions.	
Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.	
Respect and follow the organizational reporting structure (chain of command) and help school staff to follow the reporting structure.	

Write professional development goals and follow through with activities to meet goals.	
Demonstrate initiative by volunteering for extra duties, curricular or extra-curricular.	
Consistently demonstrate the following professional traits:	
o Professional appearance and adherence to employee dress code	
o Dependability	
o Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)	
o Positive attitude (with students, certified staff, non-certified staff, and leadership team)	
o Critical thinking and problem-solving	
o Sound judgment	
o Punctuality, attendance, reliability	
o Responsibility and accountability	

Comments by Evaluator



Galileo Charter School Professional Evaluation

School Building

Date

Name of Employee

Position

Degree (Plus additional hours)

Degree

Experience at Galileo

Total Yrs. Exp.

Comments by Employee

Signature of Employee

Date

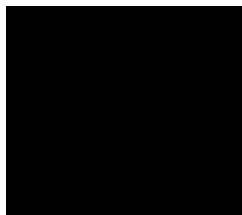
Signature of Evaluator

Date

*(Signature indicates completion of EVALUATION-not necessarily agreement).
This evaluation is incomplete without an attached written narrative including observation
and details of meeting)*

THREE COPIES OF THIS FORM SHOULD BE MADE AND DISTRIBUTED
AS FOLLOWS:

1. One copy for employee after evaluation is completed.
2. One copy for Chief Academic Officer.
3. One copy of for Business Manager for employee record.



Galileo Charter School

855 North 12th Street - Richmond, IN 47374

Telephone: 765-983-3709

Facsimile: 765-983-3735

Email: community@galileocharterschool.org



Lead Teacher of Social Development

Job Description

Job Title:	Lead Teacher of Social Development
Reports Directly To:	Chief Academic Officer
Supervises:	Positions as assigned by C. A. O.
Job Category:	Full-Time, Salaried, Exempt
Department:	Student Development/Administration

QUALIFICATIONS:

1. Bachelors degree in education, psychology, counseling or other related field, from an accredited college or university.
2. Grade-appropriate Indiana State Teacher's License.
3. Two to five years successful work experience in education, counseling, or other closely related area which involved meeting the needs of children and young adults.
4. Current CPR/First Aid certification.
5. Excellent written, oral, and interpersonal communication skills.
6. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the student development and administrative staff. Provide leadership for the school and supervision, coaching, and mentoring for assigned staff members. Demonstrate leadership that will foster a school environment where teachers, staff, students, and parents work together to maximize student achievement. Demonstrate professionalism, ethics, integrity, confidentiality, and leadership as a member of the administration. Work closely with school staff, students, and families to ensure a high-functioning, successful educational environment for all stakeholders.

AREAS OF CONCENTRATION:

The Lead Teacher of Social Development assists the Chief Academic Officer and other Lead Teachers in promoting maximum student achievement through student counseling, disciplining, supporting and monitoring, parental interaction and staff orientation, training, oversight and support.

Specific areas of concentration include: School Leadership; Staff Leadership, Development, and Supervision; Student Recruitment and Retention; Student Attendance; Student Behavior; and Student Development.

PERFORMANCE RESPONSIBILITIES:

School Leadership:

- Serve as member of administrative leadership team in providing overall direction for Galileo Charter School and in maintaining the mission and vision of the school.
- Ensure the education, health, and safety of the children entrusted to Galileo Charter School.
- Practice fidelity in program implementation and program evaluation.
- Uphold school/district policies, state standards, and state and federal educational laws.
- Model Galileo Charter School cornerstones and values in working with students, families, colleagues, and community members.
- Update and distribute school manuals and handbooks as directed by C. A. O. Practice fidelity in program implementation and program evaluation.

Staff Leadership, Development, and Supervision:

- Serve as faculty for professional development in-services and staff training.
- Relay information from administration and C. A. O. in a timely and effective manner to appropriate staff.
- Participate in hiring, supervision, and evaluation processes for school staff.
- Provide support and guidance to certified P.E. teacher, instructional assistants, and assigned direct reports.
- Oversee student development staff positions and activities that support the school and student-related services, including student discipline and after school programs.
- Observe assigned staff in their work roles and working environments; engage in dialogue to provide informal and formal performance feedback and coaching in order to improve employee effectiveness and skills.
- Facilitate brainstorming, problem-solving, and leadership skills in others.
- Oversee employee professional development plans; ensure adequate resources for staff development.

Student Recruitment and Retention:

- Identify opportunities for Galileo Charter School visibility in the community (e.g., health fairs, church carnivals, local store community days).
- Plan and host Galileo events for community leaders in order to share the mission and success with the general public.
- Assist in Galileo recruitment and enrollment events; provide appropriate staffing including coordinating staff volunteers for events.
- Collect and maintain student registration forms and provide information to students, parents and teachers regarding registration and orientation at the beginning of each school year.
- Evaluate students to determine their need for school related services.
- Effectively communicate with students, families, and staff regarding student needs as well as upcoming school events.
- Generate, implement, and evaluate school-related programs.

- Develop and implement referral process for school-related services.
- Collaborate with community agencies to provide for student needs.
- Meet with individuals and community groups to explain school programs and student problems; visit family homes or agency/business facilities as needed to foster relationships.
- Develop, plan, advertise/market, and staff school wide events to build community with families, students, and staff.

Student Attendance:

- Maintain attendance and tardiness records according to state and school policies and provide this information to faculty and staff.
- Develop and lead intervention strategies for students-at-risk due to tardiness and absences.

Student Behavior:

- Implement school-wide discipline plan; confer with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare.
- Research, implement, monitor, and assess effectiveness of restitution policies and procedures.
- Disseminate all school rules and regulations; participate in the development and improvement of student rules and regulations.
- Orient/train all faculty and staff on these rules and regulations.
- Conduct all investigations into violations of the rules and regulations.
- Supervise after-school detention staff and assign other discipline duties.
- Oversee the Four Tier Behavior Plan for RtI Program and serve as a member of the RtI team.
- Develop behavioral RtI on character building and self-esteem.
- Resolve all discipline problems in a fair and just manner, and maintain records of any disciplinary action taken in accordance with due process.

Student Development:

- Responsible for Character building and self-esteem curricula implementation, assessment, and evaluation.
- Participate in all matters of student development.
- Counsel individual students and, when appropriate, recommend and arrange for additional guidance and counseling from in-school or outside providers.
- Implement school mentoring program.
- Implement school service learning projects.
- Coordinate, implement, supervise and help develop all extra-curricular and interschool activities, programs and events.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.

- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the C. A. O.
- Respond constructively to challenges and changing conditions.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.
- Respect and follow the organizational reporting structure (chain of command) and help school staff to follow the reporting structure.
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; professional communication and public speaking; teamwork; conflict resolution; servant leadership; organizing; creativity and innovation; personal accountability; teaching and assessment of learning; project management; strategic thinking and planning; data utilization; data-driven decision making; networking with community resources.

TERMS OF EMPLOYMENT: Twelve month year.

EVALUATION: Performance of this job will be evaluated once yearly.



Evaluation of Standards

Rate the employee's performance in the categories listed using the following codes.

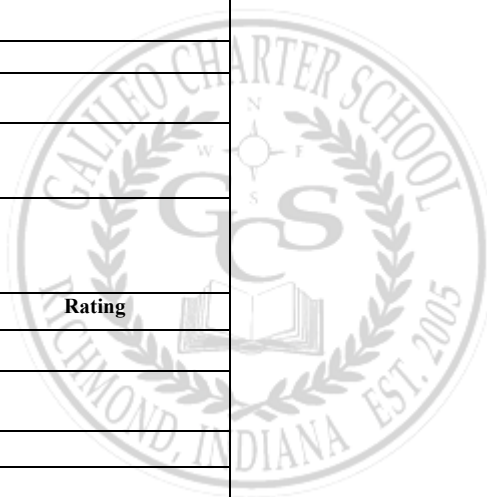
(1)	Needs significant improvement; far below standards.
(2)	Needs improvement to meet standards.
(3)	Good, solid; meets standards
(4)	Highly effective; consistently exceeds expectations.
(N/A)	Not applicable

I. Basic Job Requirements	Rating
A. Understanding of the Job: Does employee have adequate knowledge and skills related to the requirements to complete the variety of tasks required by the job?	
B. Quality of Work: Is the quality of work acceptable and does it meet established standards? Is the employee accurate?	
C. Productivity and Efficiency: Does employee complete assignments on schedule, use resources wisely and manage time effectively?	
D. Reliability, Dependability: Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?	
E. Initiative: Does the employee demonstrate initiative and resourcefulness by taking appropriate action with a minimum of direction as situations arise? Does the employee seek opportunities to learn new skills, and make suggestions for improving work processes?	
F. Servant- Leadership: Does the employee demonstrate a desire to serve, show a willingness and readiness to provide good service to students, staff, and /or the public?	
G. Servant-Leadership: Does the employee exhibit honesty, integrity, and high ethical standards while performing their job duties?	
II. Interpersonal Skills	Rating
A. Communication: Does the employee provide accurate and clear written and verbal information; present information effectively; listens effectively; comprehend and follow direction; and ask appropriate and timely questions?	
B. Cooperation: Does the employee give assistance to others to enable colleagues or the team to meet stated goals and objectives?	
C. Teamwork: Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the school?	
D. Conflict Resolution: Does the employee take initiatives to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work environment?	
E. Servant-Leadership: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?	
F. Servant-Leadership: Does the employee actively seek opportunities for improvement of his or her interpersonal skills?	
III. Job Specific Attributes	Rating
A. Planning and Organizing: Does the employee set individual objectives and goals, and establish appropriate priorities?	
B. Problem Solving: Does the employee identify and evaluate alternative solutions and make appropriate decisions?	
C. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?	
D. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen constraints?	

E. Servant-Leadership: Does the employee manage the resources entrusted to him or her with efficiency and economy?	
F. Servant-Leadership: Does the employee take ownership of job duties and hold himself/herself accountable for projects and job duties?	
iv. Lead Teacher of Operations	Rating
A. School Leadership	Rating
Serve as member of administrative leadership team in providing overall direction for Galileo Charter School and in maintaining the mission and vision of the school.	
Ensure the education, health, and safety of the children entrusted to Galileo Charter School.	
Practice fidelity in program implementation and program evaluation.	
Uphold school/district policies, state standards, and state and federal educational laws.	
Model Galileo Charter School cornerstones and values in working with students, families, colleagues, and community members.	
Update and distribute school manuals and handbooks as directed by C. A. O.	
B. Staff Leadership, Development, and Supervision:	Rating
Serve as faculty for professional development in-services and staff training.	
Relay information from administration and C. A. O. in a timely and effective manner to appropriate staff.	
Participate in hiring, supervision, and evaluation processes for school staff.	
Oversee operational staff positions and activities that support the school and student-related services, including transportation, food service, facilities maintenance, and health/wellness and safety.	
Provide support and guidance to school nurse, instructional assistants, and assigned direct reports.	
Observe assigned staff in their work roles and working environments; engage in dialogue to provide informal and formal performance feedback and coaching in order to improve employee effectiveness and skills.	
Facilitate brainstorming, problem-solving, and leadership skills in others.	
Oversee employee professional development plans; ensure adequate resources for staff development.	
C. Policies Compliance and Procedures Development/Evaluation"	Rating
Coordinate human resources work with C.A.O., Business Manager, and HR servicer; maintain accurate records of employee time off in HROnline system.	
Update and distribute staff job descriptions and evaluation forms, Staff Guidebook, Family Handbook, and school safety and emergency procedures handbooks.	
Serve as school foodservice contact for IDOE.	
Oversee school health/wellness, foodservice, and facilities maintenance programs in accordance with local, state, and federal regulations.	
Provide information and answer questions regarding school programs, policies, and procedures to students, parents, staff, and community.	
D. Technology:	Rating
Update and distribute Technology Plan.	
Provide leadership for school-wide technology initiatives.	
Serve as liaison to outside vendors and service providers regarding school software and hardware, including reporting technology/systems problems, upgrades/repairs.	
Serve as school resource regarding technology; assist school staff with technology training and provide regular communication regarding technology issues to staff.	

E. <u>Student Health/Wellness and Safety:</u>	Rating
Collaborate with C.A.O. and other Lead Teachers to post notices of early dismissals, weather-related closings, and P.A.C. Event cancellations.	
In absence of School Nurse, handle medical emergencies; arrange for appropriate medical help; advise parents of emergencies; keep C. A. O. informed of situations, actions and results; and follow up with parents after emergencies.	
Make sure that medical alert and emergency records are maintained in compliance with local, state, and federal laws/guidelines.	
Serve as school safety coordinator.	
Oversee and assign campus security including security patrol during the day, after school, and at appropriate evening events.	
Share with the C.A.O. the responsibility for protecting the health and welfare of students.	
In cooperation with C. A. O. and other Lead Teachers, develop and administer practices dealing with campus control and security.	
F. <u>Operations and Maintenance of Resources:</u>	Rating
Coordinate the ordering and oversee the use of materials needed for school operations.	
Supervise the maintenance of all required building records and reports.	
Provide for adequate inventories of school property and for the security and accountability for that property.	
Identify, verify and communicate the need for equipment and facilities service by outside providers and oversee the facilities service activities of outside providers and in-school staff.	
Oversee the school transportation program; coordinate with transportation provider and school staff to ensure accurate records, effective communication, and expectations for service delivery.	
G. <u>Professional Responsibilities and Development</u>	Rating
Adhere to district and school policies and procedures.	
Share responsibilities for accomplishing the goals and priorities of the assigned grade, building, and school.	
Complete clerical responsibilities within established timeline parameters.	
Maintain a working rapport and mutual respect with all employees.	
Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).	
Coordinate projects and initiatives as directed by the C.A.O.	
Respond constructively to challenges and changing conditions.	
Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.	
Respect and follow the organizational reporting structure (chain of command) and help school staff to follow the reporting structure.	
Write professional development goals and follow through with activities to meet goals.	
Demonstrate initiative by volunteering for extra duties, curricular or extra-curricular.	

Consistently demonstrate the following professional traits:	
o Professional appearance and adherence to employee dress code	
o Dependability	
o Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)	
o Positive attitude (with students, certified staff, non-certified staff, and leadership team)	
o Critical thinking and problem-solving	
o Sound judgment	
o Punctuality, attendance, reliability	
o Responsibility and accountability	



Comments by Evaluator



Galileo Charter School Professional Evaluation

School Building

Date

Name of Employee

Position

Degree (Plus additional hours)

Degree

Experience at Galileo

Total Yrs. Exp.

Comments by Employee

Signature of Employee

Date

Signature of Evaluator

Date

*(Signature indicates completion of EVALUATION-not necessarily agreement).
This evaluation is incomplete without an attached written narrative including observation
and details of meeting)*

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Galileo Charter School

855 North 12th Street - Richmond, IN 47374

Telephone: 765-983-3709

Facsimile: 765-983-3735

Email: community@galileocharterschool.org



Lead Teacher of Operations

Job Description

Job Title:	Lead Teacher of Operations
Reports Directly To:	Chief Academic Officer
Supervises:	Positions as assigned by C. A. O.
Job Category:	Full-Time, Salaried, Exempt
Department:	Operations/Administration

QUALIFICATIONS:

1. Bachelors degree in education, psychology, counseling or other related field, from an accredited college or university.
2. Grade-appropriate Indiana State Teacher's License.
3. Two to five years successful work experience in education or other closely related area which involved meeting the needs of children and young adults.
4. Current CPR/First Aid certification.
5. Excellent written, oral, and interpersonal communication skills.
6. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the operations and administrative staff. Provide leadership for the school and supervision, coaching, and mentoring for assigned staff members. Demonstrate leadership that will foster a school environment where teachers, staff, students, and parents work together to maximize student achievement. Demonstrate professionalism, ethics, integrity, confidentiality, and leadership as a member of the administration. Work closely with school staff, students, and families to ensure a high-functioning, successful educational environment for all stakeholders.

AREAS OF CONCENTRATION:

The Lead Teacher of Operations assists the Chief Academic Officer and other Lead Teachers in promoting maximum student achievement through efficient and effective operational systems and procedures management.

Specific areas of concentration include: School Leadership; Staff Leadership, Development, and Supervision; Policies Compliance and Procedures Development/Evaluation; Technology; Student Health/Wellness and Safety; and Operations and Maintenance of Resources.

PERFORMANCE RESPONSIBILITIES:

School Leadership:

- Serve as member of administrative leadership team in providing overall direction for Galileo Charter School and in maintaining the mission and vision of the school.
- Ensure the education, health, and safety of the children entrusted to Galileo Charter School.
- Practice fidelity in program implementation and program evaluation.
- Uphold school/district policies, state standards, and state and federal educational laws.
- Model Galileo Charter School cornerstones and values in working with students, families, colleagues, and community members.
- Update and distribute school manuals and handbooks as directed by C. A. O. Practice fidelity in program implementation and program evaluation.

Staff Leadership, Development, and Supervision:

- Serve as faculty for professional development in-services and staff training.
- Relay information from administration and C. A. O. in a timely and effective manner to appropriate staff.
- Participate in hiring, supervision, and evaluation processes for school staff.
- Oversee operational staff positions and activities that support the school and student-related services, including transportation, food service, facilities maintenance, and health/wellness and safety.
- Provide support and guidance to school nurse, instructional assistants, and assigned direct reports.
- Observe assigned staff in their work roles and working environments; engage in dialogue to provide informal and formal performance feedback and coaching in order to improve employee effectiveness and skills.
- Facilitate brainstorming, problem-solving, and leadership skills in others.
- Oversee employee professional development plans; ensure adequate resources for staff development.

Policies Compliance and Procedures Development/Evaluation:

- Coordinate human resources work with C.A.O., Business Manager, and HR servicer; maintain accurate records of employee time off in HROnline system.
- Update and distribute staff job descriptions and evaluation forms, Staff Guidebook, Family Handbook, and school safety and emergency procedures handbooks.
- Serve as school foodservice contact for IDOE.
- Oversee school health/wellness, foodservice, and facilities maintenance programs in accordance with local, state, and federal regulations.
- Provide information and answer questions regarding school programs, policies, and procedures to students, parents, staff, and community.

Technology:

- Update and distribute Technology Plan.

- Provide leadership for school-wide technology initiatives.
- Serve as liaison to outside vendors and service providers regarding school software and hardware, including reporting technology/systems problems, upgrades/repairs.
- Serve as school resource regarding technology; assist school staff with technology training and provide regular communication regarding technology issues to staff.

Student Health/Wellness and Safety:

- Collaborate with C.A.O. and other Lead Teachers to post notices of early dismissals, weather-related closings, and P.A.C. Event cancellations.
- In absence of School Nurse, handle medical emergencies; arrange for appropriate medical help; advise parents of emergencies; keep C. A. O. informed of situations, actions and results; and follow up with parents after emergencies.
- Make sure that medical alert and emergency records are maintained in compliance with local, state, and federal laws/guidelines.
- Serve as school safety coordinator.
- Oversee and assign campus security including security patrol during the day, after school, and at appropriate evening events.
- Share with the C.A.O. the responsibility for protecting the health and welfare of students.
- In cooperation with C. A. O. and other Lead Teachers, develop and administer practices dealing with campus control and security.

Operations and Maintenance of Resources:

- Coordinate the ordering and oversee the use of materials needed for school operations.
- Supervise the maintenance of all required building records and reports.
- Provide for adequate inventories of school property and for the security and accountability for that property.
- Identify, verify and communicate the need for equipment and facilities service by outside providers and oversee the facilities service activities of outside providers and in-school staff.
- Oversee the school transportation program; coordinate with transportation provider and school staff to ensure accurate records, effective communication, and expectations for service delivery.

Professional Responsibilities and Development:

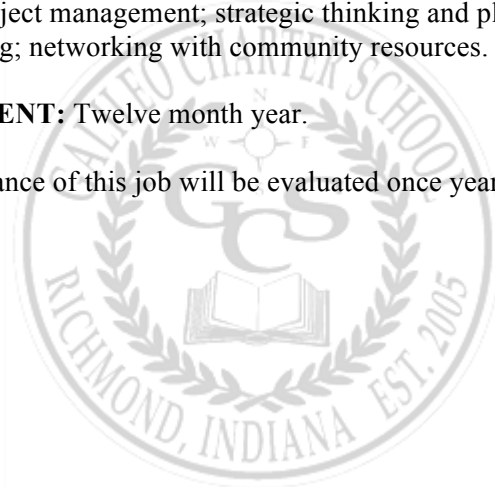
- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the C. A. O.
- Respond constructively to challenges and changing conditions.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.

- Respect and follow the organizational reporting structure (chain of command) and help school staff to follow the reporting structure.
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

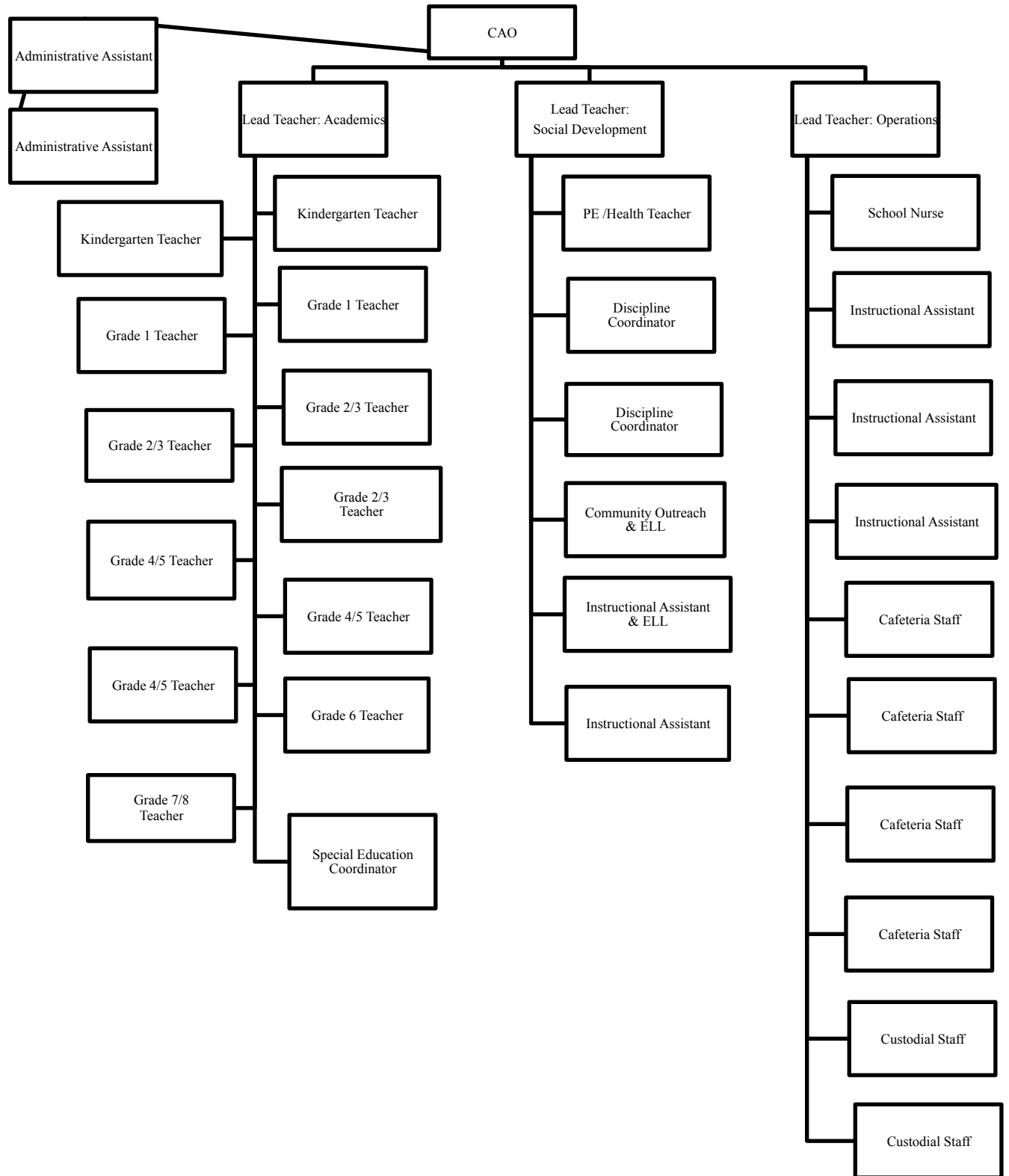
SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; professional communication and public speaking; teamwork; conflict resolution; servant leadership; organizing; creativity and innovation; personal accountability; teaching and assessment of learning; project management; strategic thinking and planning; data utilization; data-driven decision making; networking with community resources.

TERMS OF EMPLOYMENT: Twelve month year.

EVALUATION: Performance of this job will be evaluated once yearly.







Galileo Charter School

777 North 12th Street - Richmond, IN 47374

Telephone: 765-983-3709

Facsimile: 765-983-3735

Email: community@galileocharterschool.org



Teacher – Certified Job Description

Job Title: Teacher – Certified
Reports Directly To: Lead Teacher
Job Category: Full-Time, Salaried, Exempt
Department: Student Learning

QUALIFICATIONS:

1. Bachelors degree in Education from an accredited college or university.
2. Grade-appropriate Indiana State Teacher's License or evidence of enrollment in a qualified Transition-to-Teaching Program.
3. Current CPR/First Aid Certification.
4. Excellent written, oral, and interpersonal communication skills.
5. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the instructional staff and student learning team. Plan and guide the learning process to help students achieve program objectives in a classroom atmosphere conducive to learning. Develop positive relationships with students, families, and Galileo staff.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according to the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Planning for Instruction:

- Incorporate grade level/course objectives from Galileo Charter School curriculum in lesson plans and tie them to State standards; prepare lessons to match course objectives and content with standards.
- Plan formal and informal assessments to measure student achievement of stated objectives; incorporate assessed outcomes into future lesson plans.
- Create and implement classroom experiences to meet individual and group needs.

- Plan additional time and lessons beyond the regular student schedule for students needing additional assistance.
- Prepare substitute teacher folder including lesson plans, student assignments, group activities, seating charts, list of group rules, and other items that ensure continuity of instruction in the event of absence.
- Coordinate instruction and assessment with instructional assistant and other grade level teacher(s) in order to develop effective instructional partnerships and mutual understanding of lessons, assignments, and planned outcomes.

Application of Instructional Skills:

- Communicate objectives or learning outcomes to the students at the beginning of each lesson.
- Maintain good stewardship of instructional time; begin instruction promptly and provide for smooth brief transitions between activities.
- Demonstrate knowledge and skills of subject matter taught; demonstrate the ability to teach material in several different ways.
- Reflect a collaboration of techniques (ie., lectures, demonstration, dialogue, simulation, discovery, problem solving, etc.) within each lesson plan; refine techniques as necessary to maximize student understanding.
- Use a variety of questioning techniques, including those which encourage and guide critical and independent thinking and development of ideas.
- Check for understanding during instructional time and reteach as needed.
- Introduce readiness activities in preparation for new learning.

Management of Student Behavior and Creating and Maintaining a Positive Climate:

- Manage student behavior to create a climate in the classroom that promotes positive student achievement and utilizes restitution and natural consequences to modify negative behaviors.
- Nurture positive group environment (e.g., praise students, interact spontaneously and genuinely with students, maintain positive rapport with students, treat all students with respect).
- Maintain classroom order and control by developing self-discipline and mutual respect among students.
- Convey group rules in written and verbal form to students; model group behavioral expectations.
- Maintain expectations for student behavior that are consistent with age-appropriate developmental behavior patterns of students.
- Provide adaptations for student health and physical needs.
- Demonstrate respect, understanding, and acceptance of each student.
- Teach students to work cooperatively and to value the contributions of all class members.
- Actively engage all students in learning tasks during the instructional period.
- Oversee school lunchroom and physical activity/recess periods.

Assessment:

- Set performance standards for students based on achievement, Galileo Charter School's curricular content, and expected student outcomes.

- Assess students' performance for the purpose of planning instruction and evaluating what was taught.
- Utilize a variety of assessment techniques and formats to assess student skills and knowledge.
- Provide feedback about achievement to students, families, and Lead Teachers.
- Schedule additional time beyond regular assessment time to assess children in need of assistance.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the Lead Teacher.
- Respond constructively to challenges and changing conditions.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.
- Respect and follow the organizational reporting structure (chain of command).
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; professional communication and public speaking; teamwork; conflict resolution; servant leadership; planning; organizing; creativity and innovation; personal accountability; teaching and assessment of learning; project management; professionalism; family/child relations; math aptitude; reading skills; ability to perform tasks related to the physical, intellectual, and emotional care of children.

TERMS OF EMPLOYMENT: Ten month year.

EVALUATION: Performance of this job will be evaluated once yearly.

Evaluation of Standards

Rate the employee's performance in the categories listed using the following codes.

(1)	Needs significant improvement; far below standards.
(2)	Needs improvement to meet standards.
(3)	Good, solid; meets standards
(4)	Highly effective; consistently exceeds expectations.
(N/A)	Not applicable

I. Basic Job Requirements	Rating
A. Understanding of the Job: Does employee have adequate knowledge and skills related to the requirements to complete the variety of tasks required by the job?	
B. Quality of Work: Is the quality of work acceptable and does it meet established standards? Is the employee accurate?	
C. Productivity and Efficiency: Does employee complete assignments on schedule, use resources wisely and manage time effectively?	
D. Reliability, Dependability: Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?	
E. Initiative: Does the employee demonstrate initiative and resourcefulness by taking appropriate action with a minimum of direction as situations arise? Does the employee seek opportunities to learn new skills, and make suggestions for improving work processes?	
F. Servant- Leadership: Does the employee demonstrate a desire to serve, show a willingness and readiness to provide good service to students, staff, and /or the public?	
G. Servant-Leadership: Does the employee exhibit honesty, integrity, and high ethical standards while performing their job duties?	
II. Interpersonal Skills	Rating
A. Communication: Does the employee provide accurate and clear written and verbal information; present information effectively; listens effectively; comprehend and follow direction; and ask appropriate and timely questions?	
B. Cooperation: Does the employee give assistance to others to enable colleagues or the team to meet stated goals and objectives?	
C. Teamwork: Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the school?	
D. Conflict Resolution: Does the employee take initiatives to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work environment?	
E. Servant-Leadership: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?	
F. Servant-Leadership: Does the employee actively seek opportunities for improvement of his or her interpersonal skills?	
III. Job Specific Attributes	Rating
A. Planning and Organizing: Does the employee set individual objectives and goals, and establish appropriate priorities?	
B. Problem Solving: Does the employee identify and evaluate alternative solutions and make appropriate decisions?	
C. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?	
D. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen constraints?	
E. Servant-Leadership: Does the employee manage the resources entrusted to	

him or her with efficiency and economy?	
F. Servant-Leadership: Does the employee take ownership of job duties and hold himself/herself accountable for projects and job duties?	
iv. Teacher – Certified – Physical Education	Rating
A. Planning For Instruction and Application of Instructional Skills	
Communicate objectives or learning outcomes to the students at the beginning of each lesson.	
Maintain good stewardship of instructional time; begin instruction promptly and provide for smooth brief transitions between activities.	
Teach knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, utilizing course of study adopted by the Board of Education and other appropriate learning activities.	
Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of school district.	
Incorporate grade level/course objectives from Galileo Charter School curriculum in literacy, character development, and self-esteem in physical education lesson plans; prepare lessons to reinforce instructional cornerstones and their application in all physical fitness and health education activities.	
Analyze, demonstrate, explain basic knowledge, and strategies of formal sports, games, rhythms and dance, and fundamentals of body movement.	
Provide individualized and small-group instruction to adapt the curriculum to the needs of each student to the extent feasible.	
Adapt and teach physical education to students with disabilities as necessary.	
Provide appropriate safety instruction and perform safety checks on equipment and field areas to ensure the overall safety of students.	
Maintain control of storage and use of school-owned property; maintain required inventory records.	
Evaluate each student's growth in physical skills, knowledge, and contributions to team sports.	
Select and requisition equipment and instructional assistants under the guidance of the Lead Teacher.	
Identify student needs and cooperate with other instructional and school staff members in helping students solve health, attitude, and learning problems.	
Supervise students in out-of-classroom activities such as lunch and recess during the assigned working day.	
Plan additional time and lessons beyond the regular student schedule for students needing additional assistance.	
Prepare substitute teacher folder including lesson plans, student assignments, group activities, seating charts, list of group rules, and other items that ensure continuity of instruction in the event of absence.	
B. Management of Student Behavior and Creating and Maintaining a Positive Climate:	
Establish and maintain standards of student behavior needed to provide an orderly, productive environment in the physical education areas.	
Manage student behavior to promote positive student achievement and utilize restitution and natural consequences to modify negative behaviors.	
Nurture positive group environment (e.g., praise students, interact spontaneously and genuinely with students, maintain positive rapport with students, treat all students with respect).	
Maintain order and safety by developing self-discipline and mutual respect among students.	
Convey group rules in written and verbal form to students; model group behavioral expectations.	
Maintain expectations for student behavior that are consistent with age-appropriate developmental behavior patterns of students.	

Provide adaptations for student health and physical needs.	
Demonstrate respect, understanding, and acceptance of each student.	
Teach students to work cooperatively and to value the contributions of all class members.	
Actively engage all students in learning tasks during the instructional period.	
Oversee school lunchroom and physical activity/recess periods.	
C. Assessment	
Set performance standards for students based on achievement, Galileo Charter School's curricular content, and expected student outcomes.	
Assess students' performance for the purpose of planning instruction and evaluating what was taught.	
Utilize a variety of assessment techniques and formats to assess student skills and knowledge.	
Provide feedback about progress to students, families, and Lead Teachers.	
Schedule additional time beyond regular assessment time to assess children in need of assistance.	
D. Professional Responsibilities and Development	
Adhere to district and school policies and procedures.	
Share responsibilities for accomplishing the goals and priorities of the assigned grade, building, and school.	
Complete clerical responsibilities within established timeline parameters.	
Maintain a working rapport and mutual respect with all employees.	
Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).	
Coordinate projects and initiatives as directed by the Lead Teacher.	
Respond constructively to challenges and changing conditions.	
Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.	
Respect and follow the organizational reporting structure (chain of command).	
Write professional development goals and follow through with activities to meet goals.	
Demonstrate initiative by volunteering for extra duties, curricular or extra-curricular.	
Consistently demonstrate the following professional traits:	
o Professional appearance and adherence to employee dress code	
o Dependability	
o Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)	
o Positive attitude (with students, certified staff, non-certified staff, and leadership team)	
o Critical thinking and problem-solving	
o Sound judgment	
o Punctuality, attendance, reliability	
o Responsibility and accountability	

Comments by Evaluator

Comments by Employee

Revised 6/11

Galileo Charter School



Galileo Charter School Professional Evaluation

School Building

Date

Name of Employee

Position

Degree (Plus additional hours)

Degree

Experience at Galileo

Total Yrs. Exp.

Signature of Employee

Date

Signature of Evaluator

Date

*(Signature indicates completion of EVALUATION-not necessarily agreement).
This evaluation is incomplete without an attached written narrative including observation
and details of meeting)*

THREE COPIES OF THIS FORM SHOULD BE MADE AND DISTRIBUTED
AS FOLLOWS:

1. One copy for employee after evaluation is completed.
2. One copy for Chief Academic Officer.
3. One copy of for Business Manager for employee record.

Revised 09/2011

Galileo Charter School

777 North 12th Street - Richmond, IN 47374

Telephone: 765-983-3709

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Email: community@galileocharterschool.org

Teacher – Certified – Physical Education

Job Description

Job Title: Teacher – Certified – Physical Education
Reports Directly To: Lead Teacher
Job Category: Full-Time, Salaried, Exempt
Department: Student Learning

QUALIFICATIONS:

1. Bachelors degree in Education from an accredited college or university.
2. Grade-appropriate Indiana State Teacher's License.
3. Current CPR/First Aid Certification.
4. Excellent written, oral, and interpersonal communication skills.
5. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the instructional staff and student learning team. Plan and guide the learning process to help students achieve program objectives in a classroom atmosphere conducive to learning and health/fitness wellness. Develop positive relationships with students, families, and Galileo staff.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according to the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Planning for Instruction and Application of Instructional Skills:

- Communicate objectives or learning outcomes to the students at the beginning of each lesson.
- Maintain good stewardship of instructional time; begin instruction promptly and provide for smooth brief transitions between activities.
- Teach knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, utilizing course of study adopted by the Board of Education and other appropriate learning activities.

- Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of school district.
- Incorporate grade level/course objectives from Galileo Charter School curriculum in literacy, character development, and self-esteem in physical education lesson plans; prepare lessons to reinforce instructional cornerstones and their application in all physical fitness and health education activities.
- Analyze, demonstrate, explain basic knowledge, and strategies of formal sports, games, rhythms and dance, and fundamentals of body movement.
- Provide individualized and small-group instruction to adapt the curriculum to the needs of each student to the extent feasible.
- Adapt and teach physical education to students with disabilities as necessary.
- Provide appropriate safety instruction and perform safety checks on equipment and field areas to ensure the overall safety of students.
- Maintain control of storage and use of school-owned property; maintain required inventory records.
- Evaluate each student's growth in physical skills, knowledge, and contributions to team sports.
- Select and requisition equipment and instructional assistants under the guidance of the Lead Teacher.
- Identify student needs and cooperate with other instructional and school staff members in helping students solve health, attitude, and learning problems.
- Supervise students in out-of-classroom activities such as lunch and recess during the assigned working day.
- Plan additional time and lessons beyond the regular student schedule for students needing additional assistance.
- Prepare substitute teacher folder including lesson plans, student assignments, group activities, seating charts, list of group rules, and other items that ensure continuity of instruction in the event of absence.

Management of Student Behavior and Creating and Maintaining a Positive Climate:

- Establish and maintain standards of student behavior needed to provide an orderly, productive environment in the physical education areas.
- Manage student behavior to promote positive student achievement and utilize restitution and natural consequences to modify negative behaviors.
- Nurture positive group environment (e.g., praise students, interact spontaneously and genuinely with students, maintain positive rapport with students, treat all students with respect).
- Maintain order and safety by developing self-discipline and mutual respect among students.
- Convey group rules in written and verbal form to students; model group behavioral expectations.
- Maintain expectations for student behavior that are consistent with age-appropriate developmental behavior patterns of students.
- Provide adaptations for student health and physical needs.
- Demonstrate respect, understanding, and acceptance of each student.
- Teach students to work cooperatively and to value the contributions of all class members.

- Actively engage all students in learning tasks during the instructional period.
- Oversee school lunchroom and physical activity/recess periods.

Assessment:

- Set performance standards for students based on achievement, Galileo Charter School's curricular content, and expected student outcomes.
- Assess students' performance for the purpose of planning instruction and evaluating what was taught.
- Utilize a variety of assessment techniques and formats to assess student skills and knowledge.
- Provide feedback about progress to students, families, and Lead Teachers.
- Schedule additional time beyond regular assessment time to assess children in need of assistance.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the Lead Teacher.
- Respond constructively to challenges and changing conditions.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.
- Respect and follow the organizational reporting structure (chain of command).
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; professional communication and public speaking; teamwork; conflict resolution; servant leadership; planning; organizing; creativity and innovation; personal accountability; teaching and assessment of learning; project management; professionalism; family/child relations; math aptitude; reading skills; ability to perform tasks related to the physical, intellectual, and emotional care of children.

TERMS OF EMPLOYMENT: Ten month year.

EVALUATION: Performance of this job will be evaluated once yearly.



Galileo Charter School

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School Nurse Job Description

Job Title: School Nurse
Reports Directly To: Lead Teacher
Job Category: Part-Time, Salaried
Department: Student Health/Operations

QUALIFICATIONS:

1. Bachelor of Science in Nursing (BSN); current licensure as a registered nurse (RN) in the State of Indiana.
2. Current CPR/AED, First Aid certifications.
3. Excellent written, oral, and interpersonal communication skills.
4. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the student health/operations staff. Strengthen the educational environment by providing health-related care to students and by promoting community health resources, healthy lifestyles, and increased wellness knowledge among staff, students, and families.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according to the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Professional Cooperation and Coordination of Work Activities:

- Work cooperatively with peers and maintain contact with Lead Teacher(s).
- Comply with state-mandated reporting requirements and administrative rules and regulations; prepare and submit reports in a timely fashion.
- Demonstrate cooperative relationships with families through family contacts and conferences with families/caregivers.
- Maintain contacts with local city and state officials; establish relationships with health officials and community health resources to the benefit of students and families.

- Participate in activities to promote Galileo Charter School in general, including the teaching and educational environment and the health profession as well.
- Nurture professional working relationships with school staff; collaborate with instructional staff to develop ways to implement wellness concepts into the classroom environment; support classroom teachers in providing health education according to the Indiana Standards for Health Education.
- Provide oversight for unlicensed assistive personnel who may assist in the delivery of health care services.
- Orient and train staff in all areas related to health issues including universal precautions, communicable disease, and common childhood illnesses.

Healthcare Expertise and School Initiatives:

- Maintain a continuous health program for all students through implementing and monitoring health services in accordance with laws, regulations, and standards of practice; including (but not limited to) the provision of daily health services to students such as first aid and medication administration, completion of state-mandated health screenings, consultation with families concerning health issues, and advice to teachers and staff concerning health issues.
- Implement and monitor a system for the provision of health services and emergency care.
- Coordinate physical examinations (Chapter 766).
- Respond to family, student, and staff medical (including school illness/injury) and social needs.
- Maintain student health records in accordance with all state and federal laws and guidelines.
- Interact with students, families, school groups, and staff on a medical need-basis; provide counseling assistance for social and emotional problems.
- Recommend modification of school facilities or programs to maintain optimum health and safety of students and school personnel.

Professional Responsibilities and Development:

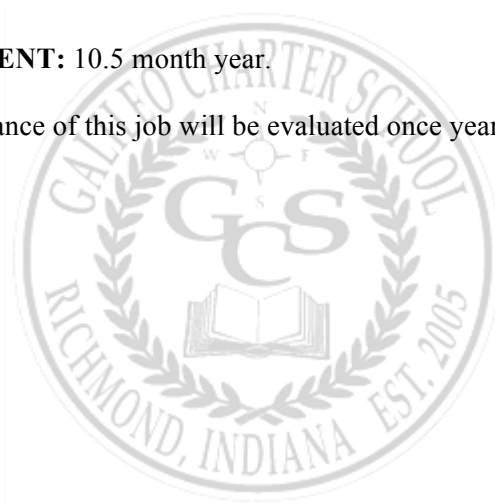
- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.
- Participate in professionally related activities (e.g., staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the Lead Teacher(s).
- Work in an open-minded, cooperative and effective manner in a team environment.
- Communicate in a professional manner in ways that honor diversity.
- Maintain a working rapport and mutual respect with all employees.
- Demonstrate personal integrity through responsible and professional behavior.
- Respond constructively to challenges and changing conditions.
- Respect and follow the organizational reporting structure (chain of command).

- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Flexibility and adaptability
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Confidentiality; independent judgment; interpersonal communication; family/child relations; diplomacy; teamwork; professional communication (verbal and written); math aptitude; reading skills; problem-solving; time management; organization; flexibility; paper-based and electronic record keeping; vast knowledge of healthcare and related community resources; physical care of children; strong concern for the physical, mental, and emotional needs of students.

TERMS OF EMPLOYMENT: 10.5 month year.

EVALUATION: Performance of this job will be evaluated once yearly.



Galileo Charter School

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Instructional Assistant/Community Outreach Coordinator

Job Description

Job Title: Instructional Assistant/Community Outreach Coordinator
Reports Directly To: Lead Teacher
Job Category: Full-Time, Salaried, Exempt
Department: Student Learning/Operations

QUALIFICATIONS:

1. Associate degree and two years of experience; combination of college coursework and military credits; or Bachelors degree.
2. Current substitute teaching license.
3. Current CPR/First Aid certification.
4. Ability to satisfy requirements for designation as *highly qualified* instructional assistant.
5. Excellent written, oral, and interpersonal communication skills.
6. Ability to speak, write, and read Spanish; knowledge of and experience with Hispanic/Latino culture.
7. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the instructional staff. Meet the educational, social, and disciplinary needs of individual, small groups, and entire classes of students while engaging in instruction and assessment in close proximity of and with direction from certified classroom teachers and Lead Teachers. Create connections with families, community agencies, and local business and community leaders to share the Galileo story. Host school-wide and community events in addition to recruitment and enrollment initiatives. Build and maintain relationships with Latino families; assist Galileo staff in communicating with Spanish-speaking individuals and families.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according to the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Community Outreach Coordination and Service Provision:

- Evaluate students to determine their need for school related services.
- Effectively communicate with students, families, and staff regarding student needs as well as upcoming school events.
- Generate, implement, and evaluate school-related programs.
- Develop and implement referral process for school-related services.
- Collaborate with community agencies to provide for student needs.
- Meet with individuals and community groups to explain school programs and student problems; visit family homes or agency/business facilities as needed to foster relationships.
- Develop, plan, advertise/market, and staff school wide events to build community with families, students, and staff.
- Identify opportunities for Galileo Charter School visibility in the community (e.g., health fairs, church carnivals, local store community days).
- Plan and host Galileo events for community leaders in order to share the mission and success with the general public.
- Assist in Galileo recruitment and enrollment events; provide appropriate staffing including coordinating staff volunteers for events.

Application of Instructional Skills:

- Communicate objectives or learning outcomes to the students at the beginning of each lesson.
- Maintain good stewardship of instructional time; begin instruction promptly and provide for smooth brief transitions between activities.
- Demonstrate knowledge and skills of subject matter taught; demonstrate the ability to teach material in several different ways.
- Reflect a collaboration of techniques (ie., lectures, demonstration, dialogue, simulation, discovery, problem solving, etc.) within each lesson plan; refine techniques as necessary to maximize student understanding.
- Use a variety of questioning techniques, including those which encourage and guide critical and independent thinking and development of ideas.
- Check for understanding during instructional time and reteach as needed.
- Introduce readiness activities in preparation for new learning.
- Serve as classroom substitute teacher in absence of certified teacher.

Management of Student Behavior and Creating and Maintaining a Positive Climate:

- Manage student behavior to create a climate in the group that promotes positive student achievement and utilizes restitution and natural consequences to modify negative behaviors.
- Nurture positive group environment (e.g., praise students, interact spontaneously and genuinely with students, maintain positive rapport with students, treat all students with respect).
- Convey group rules in written and verbal form to students; model group behavioral expectations.
- Maintain expectations for student behavior that are consistent with age-appropriate developmental behavior patterns of students.

- Provide adaptations for student health and physical needs.
- Demonstrate respect, understanding, and acceptance of each student.
- Teach students to work cooperatively and to value the contributions of all class members.
- Actively engage all students in learning tasks during the instructional period.

Assessment:

- Set performance standards for students based on achievement, Galileo Charter School's curricular content, and expected student outcomes.
- Assess students' performance for the purpose of providing instruction and evaluating what was taught.
- Utilize a variety of assessment techniques and formats to assess student skills and knowledge.
- Provide feedback about achievement to students, certified teachers, and Lead Teachers.
- Schedule additional time beyond regular assessment time to assess children in need of assistance.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the Lead Teacher.
- Respond constructively to challenges and changing conditions.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.
- Respect and follow the organizational reporting structure (chain of command).
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; teamwork; conflict resolution; servant leadership; organizing; creativity and innovation; personal accountability; teaching and assessment of learning.

TERMS OF EMPLOYMENT: Twelve month year.

EVALUATION: Performance of this job will be evaluated once yearly.



Galileo Charter School

777 North 12th Street - Richmond, IN 47374

Telephone: 765-983-3709

Facsimile: 765-983-3735

Email: community@galileocharterschool.org



Instructional Assistant

Job Description

Job Title: Instructional Assistant
Reports Directly To: Lead Teacher
Job Category: Full-Time, Salaried, Exempt
Department: Student Learning

QUALIFICATIONS:

1. Associate degree and two years of experience; combination of college coursework and military credits; or Bachelors degree.
2. Current substitute teaching license.
3. Current CPR/First Aid certification.
4. Ability to satisfy requirements for designation as *highly qualified* instructional assistant.
5. Excellent written, oral, and interpersonal communication skills.
6. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL:

Serve Galileo Charter School as an integral member of the instructional staff. Meet the educational, social, and disciplinary needs of individual, small groups, and entire classes of students while engaging in instruction and assessment in close proximity of and with direction from certified classroom teachers and Lead Teachers.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Application of Instructional Skills:

- Communicate objectives or learning outcomes to the students at the beginning of each lesson.
- Maintain good stewardship of instructional time; begin instruction promptly and provide for smooth brief transitions between activities.

- Demonstrate knowledge and skills of subject matter taught; demonstrate the ability to teach material in several different ways.
- Reflect a collaboration of techniques (ie., lectures, demonstration, dialogue, simulation, discovery, problem solving, etc.) within each lesson plan; refine techniques as necessary to maximize student understanding.
- Use a variety of questioning techniques, including those which encourage and guide critical and independent thinking and development of ideas.
- Check for understanding during instructional time and reteach as needed.
- Introduce readiness activities in preparation for new learning.
- Serve as classroom substitute teacher in absence of certified teacher.

Management of Student Behavior and Creating and Maintaining a Positive Climate:

- Manage student behavior to create a climate in the group that promotes positive student achievement and utilizes restitution and natural consequences to modify negative behaviors.
- Nurture positive group environment (e.g., praise students, interact spontaneously and genuinely with students, maintain positive rapport with students, treat all students with respect).
- Convey group rules in written and verbal form to students; model group behavioral expectations.
- Maintain expectations for student behavior that are consistent with age-appropriate developmental behavior patterns of students.
- Provide adaptations for student health and physical needs.
- Demonstrate respect, understanding, and acceptance of each student.
- Teach students to work cooperatively and to value the contributions of all class members.
- Actively engage all students in learning tasks during the instructional period.

Assessment:

- Set performance standards for students based on achievement, Galileo Charter School's curricular content, and expected student outcomes.
- Assess students' performance for the purpose of providing instruction and evaluating what was taught.
- Utilize a variety of assessment techniques and formats to assess student skills and knowledge.
- Provide feedback about achievement to students, certified teachers, and Lead Teachers.
- Schedule additional time beyond regular assessment time to assess children in need of assistance.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.

- Participate in professionally related activities (e.g., faculty meetings, parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the Lead Teacher.
- Respond constructively to challenges and changing conditions.
- Practice lifelong learning and remain current in educational field through course work, staff development activities, professional literature, conferences, etc.
- Respect and follow the organizational reporting structure (chain of command).
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; teamwork; conflict resolution; servant leadership; organizing; creativity and innovation; personal accountability; teaching and assessment of learning.

TERMS OF EMPLOYMENT: Twelve month year.

EVALUATION: Performance of this job will be evaluated once yearly.

Evaluation of Standards

Rate the employee's performance in the categories listed using the following codes.

(1)	Needs significant improvement; far below standards.
(2)	Needs improvement to meet standards.
(3)	Good, solid; meets standards
(4)	Highly effective; consistently exceeds expectations.
(N/A)	Not applicable

I. Basic Job Requirements	Rating
A. Understanding of the Job: Does employee have adequate knowledge and skills related to the requirements to complete the variety of tasks required by the job?	
B. Quality of Work: Is the quality of work acceptable and does it meet established standards? Is the employee accurate?	
C. Productivity and Efficiency: Does employee complete assignments on schedule, use resources wisely and manage time effectively?	
D. Reliability, Dependability: Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?	
E. Initiative: Does the employee demonstrate initiative and resourcefulness by taking appropriate action with a minimum of direction as situations arise? Does the employee seek opportunities to learn new skills, and make suggestions for improving work processes?	
F. Servant- Leadership: Does the employee demonstrate a desire to serve, show a willingness and readiness to provide good service to students, staff, and /or the public?	
G. Servant-Leadership: Does the employee exhibit honesty, integrity, and high ethical standards while performing their job duties?	
II. Interpersonal Skills	
A. Communication: Does the employee provide accurate and clear written and verbal information; present information effectively; listens effectively; comprehend and follow direction; and ask appropriate and timely questions?	
B. Cooperation: Does the employee give assistance to others to enable colleagues or the team to meet stated goals and objectives?	
C. Teamwork: Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the school?	
D. Conflict Resolution: Does the employee take initiatives to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work environment?	
E. Servant-Leadership: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?	
F. Servant-Leadership: Does the employee actively seek opportunities for improvement of his or her interpersonal skills?	
III. Job Specific Attributes	Rating
A. Planning and Organizing: Does the employee set individual objectives and goals, and establish appropriate priorities?	
B. Problem Solving: Does the employee identify and evaluate alternative solutions and make appropriate decisions?	
C. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?	
D. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen constraints?	

E. Servant-Leadership: Does the employee manage the resources entrusted to him or her with efficiency and economy?	
F. Servant-Leadership: Does the employee take ownership of job duties and hold himself/herself accountable for projects and job duties?	
iv. Discipline Coordinator	Rating
A. Management of Student Behavior and Creating and Maintaining a Positive Climate	
Nurture positive group environment (e.g., praise students, interact spontaneously and genuinely with students, maintain positive rapport with students, treat all students with respect).	
Convey group rules in written and verbal form to students; model group behavioral expectations.	
Conduct investigations into student violations of rules and regulations.	
Practice restitution in redirecting student behavior; demonstrate respect, understanding, and acceptance of each student.	
Maintain expectations for student behavior that are consistent with age-appropriate developmental behavior patterns of students.	
Supervise after-school detention and other assigned discipline duties; monitor recess, lunch periods, and after-school dismissals/programs.	
Serve as a member of the RtI team.	
B. Record Keeping and Information Dissemination	
Maintain attendance records using PowerSchool and provide information to faculty and staff; maintain records of student tardiness and absences.	
Disseminate student rules and regulations.	
Orient and train faculty and staff on student discipline policies and restitution model.	
Assist school nurse with incoming student health records and medical procedure forms, ensuring complete paperwork; enter appropriate information into PowerSchool.	
Coordinate campus security and school safety with Dean of Students to ensure a safe educational environment during school, after school, and at evening events.	
Assist Dean of Students in assigning proctors for all student activities.	
C. Emergencies and Cancellations Coordination	
Apprise and handle medical emergencies, call the appropriate medical help, advise families of any emergencies, follow up with results to the C.A.O. and/or Deans of Students/Lead Teachers, and follow up with families after emergencies.	
Assist Dean of Students in posting all early dismissals, weather-related closings, and P.A.C. event cancellations to school.	
D. Professional Responsibilities and Development	
Practice lifelong learning and remain current in student development field through course work, staff development activities, professional literature, conferences, etc.	
Respect and follow the organizational reporting structure (chain of command).	
Adhere to district and school policies and procedures.	
Share responsibility and accountability for accomplishing the goals and priorities of the building and school.	
Complete clerical responsibilities within established timeline parameters.	
Maintain a working rapport and mutual respect with all employees.	
Participate in professionally related activities (e.g., parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).	

Coordinate projects and initiatives as directed by the Dean of Students.	
Respond constructively to challenges and changing conditions.	
Demonstrate initiative by volunteering for extra duties, curricular or extra-curricular.	
Consistently demonstrate the following professional traits:	
o Professional appearance and adherence to employee dress code	
o Dependability	
o Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)	
o Positive attitude (with students, certified staff, non-certified staff, and leadership team)	
o Flexibility and adaptability	
o Critical thinking and problem-solving	
o Sound judgment	
o Punctuality, attendance, reliability	
o Responsibility and accountability	

Comments by Evaluator

Comments by Employee



Galileo Charter School Professional Evaluation

School Building

Date

Name of Employee

Position

Degree (Plus additional hours)

Degree

Experience at Galileo

Total Yrs. Exp.

Signature of Employee

Date

Signature of Evaluator

Date

*(Signature indicates completion of EVALUATION-not necessarily agreement).
This evaluation is incomplete without an attached written narrative including observation
and details of meeting)*

THREE COPIES OF THIS FORM SHOULD BE MADE AND DISTRIBUTED
AS FOLLOWS:

1. One copy for employee after evaluation is completed.
2. One copy for Chief Academic Officer.
3. One copy of for Business Manager for employee record.



Revised 6/11

Galileo Charter School

Revised 09/2011

Galileo Charter School

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Discipline Coordinator

Job Description

Job Title: Discipline Coordinator
Reports Directly To: Lead Teacher
Job Category: Full-Time, Salaried, Exempt
Department: Student Development

QUALIFICATIONS:

1. Associate degree and two years of experience or Bachelors degree.
2. Current CPR/First Aid certification.
3. Excellent written, oral, and interpersonal communication skills.
4. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the student development/operations staff. Work in conjunction with instructional staff to support the educational, social, and disciplinary needs of students; provide documentation and reporting on attendance, discipline, medical emergencies, and school safety under the direction of the Lead Teacher.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Management of Student Behavior and Creating and Maintaining a Positive Climate:

- Nurture positive group environment (e.g., praise students, interact spontaneously and genuinely with students, maintain positive rapport with students, treat all students with respect).
- Convey group rules in written and verbal form to students; model group behavioral expectations.
- Conduct investigations into student violations of rules and regulations.
- Practice restitution in redirecting student behavior; demonstrate respect, understanding, and acceptance of each student.

- Maintain expectations for student behavior that are consistent with age-appropriate developmental behavior patterns of students.
- Supervise after-school detention and other assigned discipline duties; monitor recess, lunch periods, and after-school dismissals/programs.
- Serve as a member of the RtI team.

Record Keeping and Information Dissemination:

- Maintain attendance records using PowerSchool and provide information to faculty and staff; maintain records of student tardiness and absences.
- Disseminate student rules and regulations.
- Orient and train faculty and staff on student discipline policies and restitution model.
- Assist school nurse with incoming student health records and medical procedure forms, ensuring complete paperwork; enter appropriate information into PowerSchool.
- Coordinate campus security and school safety with Lead Teachers to ensure a safe educational environment during school, after school, and at evening events.
- Assist Lead Teachers in assigning proctors for all student activities.

Emergencies and Cancellations Coordination:

- Apprises and handles medical emergencies, calls the appropriate medical help, advises families of any emergencies, follows up with results to the C. A. O. and/or Lead Teachers, and follows up with families after emergencies.
- Assist Lead Teachers in posting all early dismissals, weather-related closings, and P.A.C. event cancellations to school.

Professional Responsibilities and Development:

- Practice lifelong learning and remain current in student development field through course work, staff development activities, professional literature, conferences, etc.
- Respect and follow the organizational reporting structure (chain of command).
- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., parent conferences, staff development meetings, IEP conferences, PAC meetings, national organizations, and community service).
- Coordinate projects and initiatives as directed by the Lead Teacher.
- Respond constructively to challenges and changing conditions.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)

- Flexibility and adaptability
- Critical thinking and problem-solving
- Sound judgment
- Punctuality, attendance, reliability
- Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; professional communication; teamwork; conflict resolution; family/child relations; servant leadership; diplomacy; planning; organizing; personal accountability; physical care of children.

TERMS OF EMPLOYMENT: Twelve month year.

EVALUATION: Performance of this job will be evaluated once yearly.



Evaluation of Standards

Rate the employee's performance in the categories listed using the following codes.

(1)	Needs significant improvement; far below standards.
(2)	Needs improvement to meet standards.
(3)	Good, solid; meets standards
(4)	Highly effective; consistently exceeds expectations.
(N/A)	Not applicable

I. Basic Job Requirements	Rating
A. Understanding of the Job: Does employee have adequate knowledge and skills related to the requirements to complete the variety of tasks required by the job?	
B. Quality of Work: Is the quality of work acceptable and does it meet established standards? Is the employee accurate?	
C. Productivity and Efficiency: Does employee complete assignments on schedule, use resources wisely and manage time effectively?	
D. Reliability, Dependability: Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?	
E. Initiative: Does the employee demonstrate initiative and resourcefulness by taking appropriate action with a minimum of direction as situations arise? Does the employee seek opportunities to learn new skills, and make suggestions for improving work processes?	
F. Servant- Leadership: Does the employee demonstrate a desire to serve, show a willingness and readiness to provide good service to students, staff, and /or the public?	
G. Servant-Leadership: Does the employee exhibit honesty, integrity, and high ethical standards while performing their job duties?	
II. Interpersonal Skills	Rating
A. Communication: Does the employee provide accurate and clear written and verbal information; present information effectively; listens effectively; comprehend and follow direction; and ask appropriate and timely questions?	
B. Cooperation: Does the employee give assistance to others to enable colleagues or the team to meet stated goals and objectives?	
C. Teamwork: Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the school?	
D. Conflict Resolution: Does the employee take initiatives to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work environment?	
E. Servant-Leadership: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?	
F. Servant-Leadership: Does the employee actively seek opportunities for improvement of his or her interpersonal skills?	
III. Job Specific Attributes	Rating
A. Planning and Organizing: Does the employee set individual objectives and goals, and establish appropriate priorities?	
B. Problem Solving: Does the employee identify and evaluate alternative solutions and make appropriate decisions?	
C. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?	
D. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen constraints?	

E. Servant-Leadership: Does the employee manage the resources entrusted to him or her with efficiency and economy?	
F. Servant-Leadership: Does the employee take ownership of job duties and hold himself/herself accountable for projects and job duties?	
iv. Custodial Staff	Rating
A. Daily Cleaning and Facilities Maintenance	
Keep building and premises, including sidewalks, driveways, and play areas, neat and clean at all times. Contact Business Manager and/or Dean of Students if walkways or parking areas need to be cleared of snow or ice.	
Sweep and vacuum all classrooms, entry ways, and kitchen daily; dust furniture.	
Mop floors daily in order to ensure their cleanliness, attractive condition, and preservation.	
Shampoo carpets at least once per month.	
Wipe down all tables and counters with hot soapy water and disinfect daily.	
Scrub, hose down, and disinfect toilet floors, both inside and out, walls behind toilets, and restroom floors daily; clean all sanitary fixtures and sinks, waste cans, light fixtures, doorknobs, and drinking fountains daily.	
Restock paper towels and toilet paper daily.	
Clean all whiteboards once per week unless requested to save information.	
Remove all trash and litter from school grounds.	
Remove trash from the premises daily; comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.	
Wash all windows on both the inside and outside at least twice per year and more frequently if necessary.	
Move furniture or equipment within the building as required for various activities and as directed by the C.A.O. or Dean of Students.	
B. Building Safety and Security	
Make minor building repairs.	
Report major repairs needed promptly to the Dean of Students.	
Conduct an ongoing program of general maintenance, upkeep and repair.	
Assume responsibility for the closing of the building each school day and for determining before leaving that all exit doors and windows are secured and that all lights are turned off, except for those left on for safety reasons.	
C. Professional Responsibilities and Development	
Adhere to district and school policies and procedures.	
Share responsibilities for accomplishing the goals and priorities of the building and school.	
Complete reporting responsibilities within established timeline parameters.	
Maintain a working rapport and mutual respect with all employees.	
Participate in professionally related activities (e.g., staff development meetings, community service).	
Respond constructively to challenges and changing conditions.	
Remain current in maintenance and environmental services field through course work, staff development activities, professional literature, conferences/seminars, etc.	
Respect and follow the organizational reporting structure (chain of command).	
Write professional development goals and follow through with activities to meet goals.	
Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.	

Consistently demonstrate the following professional traits:	
○ Professional appearance and adherence to employee dress code	
○ Dependability	
○ Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)	
○ Positive attitude (with students, certified staff, non-certified staff, and leadership team)	
○ Critical thinking and problem-solving	
○ Sound judgment	
○ Punctuality, attendance, reliability	
○ Responsibility and accountability	

Comments by Evaluator



Galileo Charter School Professional Evaluation

School Building _____

Date _____

Name of Employee _____

Position _____

Degree (Plus additional hours) _____

Degree _____

Experience at Galileo _____

Total Yrs. Exp. _____

Comments by Employee

Signature of Employee _____

Date _____

Signature of Evaluator _____

Date _____

*(Signature indicates completion of EVALUATION-not necessarily agreement).
This evaluation is incomplete without an attached written narrative including observation
and details of meeting)*

THREE COPIES OF THIS FORM SHOULD BE MADE AND DISTRIBUTED
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1. One copy for employee after evaluation is completed.
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3. One copy of for Business Manager for employee record.



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Galileo Charter School

Revised 09/2011

Galileo Charter School

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Custodial Staff Job Description

Job Title: Custodial Staff
Reports Directly To: Lead Teacher
Job Category: **Part-Time, Hourly, Non-Exempt**
Department: Student Health/Facilities/Operations

QUALIFICATIONS:

1. High School Diploma or GED.
2. Current CPR/First Aid certification.
3. Demonstrated aptitude and work experience related to the position.
4. Compliance with all state and federal agencies and licensing.
5. Demonstrated practice of professional confidentiality and strong interpersonal and communication skills.
6. Ability to meet all physical demands of the position including lifting 50 lbs., as well as being mobile.
7. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.

JOB GOAL: Serve Galileo Charter School as an integral member of the student health/facilities/operations staff. Provide students with a safe, clean, attractive, comfortable, and efficient place in which to learn, play, and develop.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according to the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Daily Cleaning and Facilities Maintenance:

- Keep building and premises, including sidewalks, driveways, and play areas, neat and clean at all times. Contact Business Manager and/or Lead Teacher if walkways or parking areas need to be cleared of snow or ice.
- Sweep and vacuum all classrooms, entry ways, and kitchen/break areas daily; dust furniture.

- Mop floors daily in order to ensure their cleanliness, attractive condition, and preservation.
- Shampoo carpets at least once per month.
- Wipe down all tables and counters with hot soapy water and disinfect daily.
- Scrub, hose down, and disinfect toilet floors, both inside and out, walls behind toilets, and restroom floors daily; clean all sanitary fixtures and sinks, waste cans, light fixtures, doorknobs, and drinking fountains daily.
- Restock paper towels and toilet paper daily.
- Clean all whiteboards once per week unless requested to save information.
- Remove trash and litter from school grounds.
- Remove trash from the premises daily; comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
- Wash all windows on both the inside and outside at least twice per year and more frequently if necessary.
- Move furniture or equipment within the building as required for various activities and as directed by the C. A. O. or Lead Teachers.

Building Safety and Security:

- Make minor building repairs.
- Report major repairs needed promptly to the Lead Teacher.
- Report any damage of school property immediately to the Lead Teacher.
- Conduct an ongoing program of general maintenance, upkeep, and repair.
- Assume responsibility for the closing of the building each school day and for determining before leaving that all exit doors and windows are secured and that all lights are turned off, except for those left on for safety reasons.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete reporting responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., staff development meetings, community service).
- Respond constructively to challenges and changing conditions.
- Remain current in maintenance and environmental services field through course work, staff development activities, professional literature, conferences/seminars, etc.
- Respect and follow the organizational reporting structure (chain of command).
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Flexibility and adaptability
 - Critical thinking and problem-solving

- Sound judgment
- Punctuality, attendance, reliability
- Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; reading skills; teamwork; diplomacy; organizing; personal accountability; sanitation and building maintenance; dependability; professionalism; promptness.

TERMS OF EMPLOYMENT: Ten month year or twelve month year.

EVALUATION: Performance of this job will be evaluated once yearly.



Evaluation of Standards

Rate the employee's performance in the categories listed using the following codes.

(1)	Needs significant improvement; far below standards.
(2)	Needs improvement to meet standards.
(3)	Good, solid; meets standards
(4)	Highly effective; consistently exceeds expectations.
(N/A)	Not applicable

I. Basic Job Requirements	Rating
A. Understanding of the Job: Does employee have adequate knowledge and skills related to the requirements to complete the variety of tasks required by the job?	
B. Quality of Work: Is the quality of work acceptable and does it meet established standards? Is the employee accurate?	
C. Productivity and Efficiency: Does employee complete assignments on schedule, use resources wisely and manage time effectively?	
D. Reliability, Dependability: Does the employee follow through on assigned tasks to completion as expected? Is the employee reliable?	
E. Initiative: Does the employee demonstrate initiative and resourcefulness by taking appropriate action with a minimum of direction as situations arise? Does the employee seek opportunities to learn new skills, and make suggestions for improving work processes?	
F. Servant- Leadership: Does the employee demonstrate a desire to serve, show a willingness and readiness to provide good service to students, staff, and /or the public?	
G. Servant-Leadership: Does the employee exhibit honesty, integrity, and high ethical standards while performing their job duties?	
II. Interpersonal Skills	Rating
A. Communication: Does the employee provide accurate and clear written and verbal information; present information effectively; listens effectively; comprehend and follow direction; and ask appropriate and timely questions?	
B. Cooperation: Does the employee give assistance to others to enable colleagues or the team to meet stated goals and objectives?	
C. Teamwork: Does the employee work effectively with others to accomplish common goals and objectives and use formal and informal methods to improve the productivity of the school?	
D. Conflict Resolution: Does the employee take initiatives to address situations involving conflict? Does the employee appropriately resolve differences with little disruption to the work environment?	
E. Servant-Leadership: Does the employee strive to cultivate and maintain positive working relationships and demonstrate an attitude of respect towards coworkers?	
F. Servant-Leadership: Does the employee actively seek opportunities for improvement of his or her interpersonal skills?	
III. Job Specific Attributes	Rating
A. Planning and Organizing: Does the employee set individual objectives and goals, and establish appropriate priorities?	
B. Problem Solving: Does the employee identify and evaluate alternative solutions and make appropriate decisions?	
C. Creativity: Does the employee generate and propose new concepts, approaches, and methods to improve task outcomes?	
D. Flexibility: Does the employee demonstrate an ability to adjust to changing job requirements or other unforeseen constraints?	

E. Servant-Leadership: Does the employee manage the resources entrusted to him or her with efficiency and economy?	
F. Servant-Leadership: Does the employee take ownership of job duties and hold himself/herself accountable for projects and job duties?	
iv. Cafeteria/Foodservice Staff	Rating
A. Maintaining Kitchen and Providing Food Service	
Open and/or close foodservice unit during early morning or lunch shifts.	
Follow school policy and food preparation regulations regarding care and storage of food and supplies. Inspect food items, work areas, etc. (e.g. personal hygiene, proper food temperatures, etc.) for the purpose of preventing cross-contamination of food borne illnesses.	
Inspect cafeteria, food service equipment and utensils for cleanliness and sanitation.	
Load carts, food warmers, trays, etc. for the purpose of ensuring that food and/or beverage items are available for transporting to other sites (by assignment).	
Serve one or more items of food for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.	
Use proper body mechanics and cleaning procedures for the purpose of preventing accidental injuries to self and others.	
Set up, replenish, and break down cold and hot food serving lines, carts and other remote serving sites.	
Serve food to students and school staff.	
Assist staff by performing some of the foodservice activities such as preparing, serving, and distributing food.	
Provide information to the Dean of Students about the unit's needs; assist the Dean of Students by ensuring that expenditures for foodservice operations stay within the allotted budget.	
Secure kitchen and dining areas at the close of daily serving period as shift may dictate.	
Assist in service and dining areas as required.	
Perform general cleaning tasks:	
o Clean utensils, equipment, and the storage, food preparation and serving areas for the purpose of maintaining sanitary conditions.	
o Sweep and mop lunch room and under all equipment and serving areas daily.	
o Wipe down and sanitize serving table after every meal with approved sanitizer solution.	
o Wash dishes, pots, pans, and other utensils, and clean kitchen equipment and work area; assist in receiving supplies and stocking storeroom and refrigeration equipment; take and record accurate food temperatures.	
Estimate food consumption and requisition food stuffs and equipment under the direction of the Dean of Students; receive and check foods and supplies for quality and quantity.	
Assume responsibility for checking and ensuring that all students who receive school prepared meals are checked into the cafeteria terminal.	
B. Documentation and Clerical Support	
Keep a daily record of meals served; maintain records on kitchen operations and prepare reports for Dean of Students.	
Check daily menus for possible changes to recipes; inform staff of recipe changes; make sure all menu items are ready for distribution at prearranged times.	

Update and evaluate menus; ensure staff members serve food at proper temperature; observe food to be sure it is set up properly, visually appealing, and served in adequate portions.	
Demonstrate flexibility in responding to fluctuating work schedules and/or locations.	
Inventory food supplies needed.	
Record the cost per meal and number of meals served to students, staff, and visitors each day.	
Record kitchen and cafeteria refrigeration and freezer temperatures and report any problems to Dean of Students.	
Prepare shortage and leftover reports on a computerized system.	
Record daily absentee figures on a computerized system.	
Maintain required records such as daily meal plans, daily and monthly production reports, daily temperature log, daily and monthly participant count, daily and monthly inventory, invoices, incident reports, etc.	
Communicate with Richmond Community Schools as directed by Dean of Students concerning the operations on a daily basis or as needed.	
C. Professional Responsibilities and Development	
Adhere to district and school policies and procedures.	
Share responsibilities for accomplishing the goals and priorities of the building and school.	
Complete clerical responsibilities within established timeline parameters.	
Maintain a working rapport and mutual respect with all employees.	
Participate in professionally related activities (e.g., staff development meetings, community service).	
Respond constructively to challenges and changing conditions.	
Remain current in foodservice field through course work, staff development activities, professional literature, conferences/seminars, etc.	
Respect and follow the organizational reporting structure (chain of command).	
Write professional development goals and follow through with activities to meet goals.	
Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.	
Consistently demonstrate the following professional traits:	
o Professional appearance and adherence to employee dress code	
o Dependability	
o Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)	
o Positive attitude (with students, certified staff, non-certified staff, and leadership team)	
o Critical thinking and problem-solving	
o Sound judgment	
o Punctuality, attendance, reliability	
o Responsibility and accountability	

Comments by Evaluator

Comments by Employee

Revised 6/11

Galileo Charter School



Galileo Charter School Professional Evaluation

School Building

Date

Name of Employee

Position

Degree (Plus additional hours)

Degree

Experience at Galileo

Total Yrs. Exp.

Signature of Employee

Date

Signature of Evaluator

Date

*(Signature indicates completion of EVALUATION-not necessarily agreement).
This evaluation is incomplete without an attached written narrative including observation
and details of meeting)*

THREE COPIES OF THIS FORM SHOULD BE MADE AND DISTRIBUTED
AS FOLLOWS:

1. One copy for employee after evaluation is completed.
2. One copy for Chief Academic Officer.
3. One copy of for Business Manager for employee record.



Revised 09/2011

Galileo Charter School

777 North 12th Street - Richmond, IN 47374

Telephone: 765-983-3709

Facsimile: 765-983-3735

Email: community@galileocharterschool.org



Cafeteria/Foodservice Staff

Job Description

Job Title: Cafeteria Staff
Reports Directly To: Lead Teacher
Job Category: **Part-Time, Hourly, Non-Exempt**
Department: Food Service/Student Health/Operations

QUALIFICATIONS:

1. High School Diploma or GED.
2. Current CPR/First Aid certification.
3. Two years experience in food service.
4. Excellent interpersonal communication skills and ability to interact with elementary school-age children in a positive way.
5. Ability, energy, and commitment to work daily with children and staff in an elementary setting.
6. Appreciation for, understanding of, and ability to foster a cross-culturally and ethnically diverse environment.
7. Current Food Handlers Certification preferred.
8. Ability to meet all physical demands of the position including lifting 40 lbs., as well as being mobile.

JOB GOAL: Serve Galileo Charter School as an integral member of the food service/operations staff. Ensure that the school's daily meals are safely received and served; properly maintain all serving areas; maintain orderly mealtimes and enforce appropriate student behavior; accurately account for all meals.

PERFORMANCE RESPONSIBILITIES:

Serving as a Member of the Galileo Team:

- Attend all staff and assigned committee meetings and complete related tasks according to the team's needs, goals, and deadlines.
- Adhere to the Staff Commitment to Excellence; model the expectations, vision, mission, and philosophy of Galileo Charter School.
- Participate in 75% of Galileo Charter School activities and events.

Maintaining Kitchen and Providing Food Service:

- Open and/or close food service unit during early morning or lunch shifts.
- Follow school policy and food preparation regulations regarding care and storage of food and supplies. Inspect food items, work areas, etc. (e.g. personal hygiene, proper food

- temperatures, etc.) for the purpose of preventing cross-contamination of food borne illnesses.
- Inspect cafeteria, food service equipment and utensils for cleanliness and sanitation.
 - Load carts, food warmers, trays, etc. for the purpose of ensuring that food and/or beverage items are available for transporting to other sites (by assignment).
 - Serve one or more items of food for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.
 - Use proper body mechanics and cleaning procedures for the purpose of preventing accidental injuries to self and others.
 - Set up, replenish and break down cold and hot food serving lines, carts and other remote serving sites.
 - Serve food to students and school staff.
 - Assist staff by performing some of the food service activities such as preparing, serving, and distributing food.
 - Provide information to the Lead Teacher of Operations about the unit's needs; assist the Lead Teacher by ensuring that expenditures for food service operations stay within the allotted budget.
 - Secure kitchen and dining areas at the close of daily serving period as shift may dictate.
 - Assist in service and dining areas as required.
 - Perform general cleaning tasks:
 - Clean utensils, equipment, and the storage, food preparation and serving areas for the purpose of maintaining sanitary conditions.
 - Sweep and mop lunch room and under all equipment and serving areas daily.
 - Wipe down and sanitize serving table after every meal with approved sanitizer solution.
 - Wipe off lunch tables after every meal with approved sanitizer solution.
 - Wash dishes, pots, pans and other utensils, and clean kitchen equipment and work area; assist in receiving supplies and stocking storeroom and refrigeration equipment; take and record accurate food temperatures.
 - Estimate food consumption and requisition food stuffs and equipment under the direction of the Lead Teacher of Operations; receive and check foods and supplies for quality and quantity.
 - Assume responsibility for checking and ensuring that all students who receive school prepared meals are checked into the cafeteria terminal.

Documentation and Clerical Support:

- Keep a daily record of meals served; maintain records on kitchen operations and prepare reports for Lead Teacher.
- Check daily menus for possible changes to recipes; inform staff of recipe changes; make sure all menu items are ready for distribution at prearranged times.
- Update and evaluate menus; ensure staff members serve food at proper temperature; observe food to be sure it is set up properly, visually appealing, and served in adequate portions.
- Demonstrate flexibility in responding to fluctuating work schedules and/or locations.
- Inventory food supplies needed.
- Record the cost per meal and number of meals served to students, staff, and visitors each day.
- Record kitchen and cafeteria refrigeration and freezer temperatures and report any problems to Lead Teacher of Operations.

- Prepare shortage and leftover reports on a computerized system.
- Record daily absentee figures on a computerized system.
- Maintain required records such as daily meal plans, daily and monthly production reports, daily temperature log, daily and monthly participant count, daily and monthly inventory, invoices, incident reports, etc.
- Communicate with Richmond Community Schools as directed by Lead Teacher of Operations concerning the operations on daily basis or as needed.

Professional Responsibilities and Development:

- Adhere to district and school policies and procedures.
- Share responsibility and accountability for accomplishing the goals and priorities of the building and school.
- Complete clerical responsibilities within established timeline parameters.
- Maintain a working rapport and mutual respect with all employees.
- Participate in professionally related activities (e.g., staff development meetings, community service).
- Respond constructively to challenges and changing conditions.
- Remain current in food service field through course work, staff development activities, professional literature, conferences/seminars, etc.
- Respect and follow the organizational reporting structure (chain of command).
- Write professional development goals and follow through with activities to meet goals.
- Demonstrate initiative by volunteering for extra duties, curricular or extracurricular.
- Consistently demonstrate the following professional traits:
 - Professional appearance and adherence to employee dress code
 - Dependability
 - Ethical behavior (confidentiality, respect, integrity, honesty, self-reflection, etc.)
 - Positive attitude (with students, certified staff, non-certified staff, and leadership team)
 - Flexibility and adaptability
 - Critical thinking and problem-solving
 - Sound judgment
 - Punctuality, attendance, reliability
 - Responsibility and accountability

SKILLS: Time management; problem-solving; flexibility; verbal communication; written communication; professional communication; basic computer knowledge; teamwork; conflict resolution; family/child relations; servant leadership; diplomacy; planning; organizing; project management; personal accountability; math aptitude; sanitation and food handling; physical care of children.

TERMS OF EMPLOYMENT: Ten month year.

EVALUATION: Performance of this job will be evaluated once yearly.



GALILEO CHARTER SCHOOL

EMPLOYEE HANDBOOK

This **Employee Handbook** has been tailored expressly for your school by PAYCHEX, Inc. © Copyright PAYCHEX, Inc. 2011. All rights reserved.

All of the policies contained in our Employee Handbook database and set forth in the English language are reviewed semiannually for compliance with applicable state and federal statutes and regulations as of the date of review, by the law firm of Fisher & Philips, LLP. Paychex understands that clients occasionally may decide to further customize their Employee Handbook, or to ask Paychex to translate some or all of the policies into Spanish. However, please be aware that if you elect to substantively alter the policies that are offered, include your own original policies in your Employee Handbook, or ask that Paychex translate policies into Spanish (collectively the "Changed Policies"), the "Changed Policies" will not be reviewed for compliance with applicable law. This also extends to any additional outside-the-database policies that you may elect to include in future updates of your Employee Handbook. Moreover, Paychex is unable to support these "Changed Policies" outside of our database with our ongoing semiannual compliance reviews or resulting policy updates.

Welcome!

Welcome to Galileo Charter School! We are happy to have you as a new member of our family! “Based on the cornerstones of literacy, character development, and self-esteem, the mission of Galileo Charter School is to educate children in a community of mutual respect, to inspire a life-long love of learning, and to develop contributing members of our global community.”

Starting a new job is exciting, but at times can be overwhelming. This Employee Handbook has been developed to help you become acquainted with our school and answer many of your initial questions.

As an employee of Galileo Charter School, the importance of your contribution cannot be overstated. You are an important part of our team and your work directly influences our school's reputation.

We are glad you have joined us, and we hope you will find your work to be both challenging and rewarding.

Sincerely,

Kevin L. Handley Sr.
Chief Academic Officer

History

The purpose of Galileo Charter School is to provide an educational setting in which the systemic, generational challenges of illiteracy in Wayne County are effectively addressed. Our community continues to struggle despite efforts from our local educational institutions.

Just as one size does not fit all, neither does one type of educational approach work for all families. Galileo Charter School envisions a learning community composed of parents/caregivers, children, and teachers working together for the best educational outcome. Through multi-age classrooms and individualized learning plans, children will be supported in becoming self-directed learners. Literacy, character development, and self-esteem will be highlighted and integrated throughout the curriculum. A service learning focus will help students internalize good character and healthy self-esteem by contributing to their school and community. Galileo Charter School is committed to providing a quality program that ensures academic and personal growth in children.

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A Word About This Handbook

1

This Employee Handbook contains information about the employment policies and practices of the school. We expect each employee to read this Employee Handbook carefully, as it is a valuable reference for understanding your job and the school. The policies outlined in this Employee Handbook should be regarded as management guidelines only, which in a developing business will require changes from time to time. The school retains the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the employees and the school. This Employee Handbook supersedes and replaces any and all prior Employee Handbooks and inconsistent verbal or written policy statements. Except for the policy of at-will employment, which can only be changed by the president of the board in writing, the school reserves the right to revise, delete and add to the provisions of this Employee Handbook. All such revisions, deletions or additions must be in writing and must be signed by the president of the board. No oral statements or representations can change the provisions of this Employee Handbook.

The provisions of this Employee Handbook are not intended to create contractual obligations with respect to any matters it covers. Nor is this Employee Handbook intended to create a contract guaranteeing that you will be employed for any specific time period.

OUR SCHOOL IS AN AT-WILL EMPLOYER. THIS MEANS THAT REGARDLESS OF ANY PROVISION IN THIS EMPLOYEE HANDBOOK, EITHER YOU OR THE SCHOOL MAY TERMINATE THE EMPLOYMENT RELATIONSHIP AT ANY TIME, FOR ANY REASON, WITH OR WITHOUT CAUSE OR NOTICE. NOTHING IN THIS EMPLOYEE HANDBOOK OR IN ANY DOCUMENT OR STATEMENT, WRITTEN OR ORAL, SHALL LIMIT THE RIGHT TO TERMINATE EMPLOYMENT AT-WILL. NO OFFICER, EMPLOYEE OR REPRESENTATIVE OF THE SCHOOL IS AUTHORIZED TO ENTER INTO AN AGREEMENT—EXPRESS OR IMPLIED—WITH ANY EMPLOYEE FOR EMPLOYMENT OTHER THAN AT-WILL UNLESS THOSE AGREEMENTS ARE IN A WRITTEN CONTRACT SIGNED BY THE PRESIDENT OF THE BOARD.

This Employee Handbook refers to current benefit plans maintained by the school. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling.

If there are discrepancies between the employment contract and the Employee Handbook, the provisions of the employment contract are controlling.

Equal Employment Opportunity

Our school is committed to equal employment opportunity. We will not discriminate against employees or applicants for employment on any legally-recognized basis ["protected class"] including, but not limited to: veteran status, uniform servicemember status, race, color, religion, sex, national origin, age, physical or mental disability, genetic information or any other protected class under federal, state, or local law.

In Indiana, the following are a protected class: race, religion, color, sex, disability, national origin, ancestry, off duty use of tobacco, use of a service animal by an employee with a disability, and age [between 40 and 75].

You may discuss equal employment opportunity related questions with the Chief Academic Officer or any other member of management.

Non-Discrimination Clause

No school operated by Galileo Charter School shall discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and, and athletic and other school administered programs.

Americans with Disabilities Act

Our school is committed to providing equal employment opportunities to qualified individuals with disabilities. This may include providing reasonable accommodation where appropriate in order for an otherwise qualified individual to perform the essential functions of the job. It is your responsibility to notify the Chief Academic Officer of the need for accommodation. Upon doing so, the Chief Academic Officer may ask you for your input or the type of accommodation you believe may be necessary or the functional limitations caused by your disability. Also, when appropriate, we may need your permission to obtain additional information from your physician or other medical or rehabilitation professionals. The school will not seek genetic information in connection with requests for accommodation. All medical information received by the school in connection with a request for accommodation will be treated as confidential.

Life Threatening Illnesses

1

Employees occasionally develop serious or life threatening illnesses. Our school is committed to supporting such employees' efforts to continue their normal pursuits, including working. When necessary and where required by law, the school will provide reasonable accommodations to otherwise qualified individuals with disabilities, including employees with serious or life threatening illnesses. All employees, including employees with serious or life threatening illnesses, must maintain acceptable performance standards.

The school will not seek genetic information in connection with requests for accommodation. An employee's medical information is confidential. Disclosure of employee medical information is restricted to limited situations where a manager or supervisor has a job-related reason to know it. Employees who disclose employee medical information without proper authorization will be subject to disciplinary action, up to and including discharge.

Employees with questions or concerns about life threatening illnesses are encouraged to contact the Chief Academic Officer for information and referral to appropriate services and resources.

A Word About our Employee Relations Philosophy

We are committed to providing the best possible climate for maximum development and goal achievement for all employees. Our practice is to treat each employee as an individual. We seek to develop a spirit of teamwork; individuals working together to attain a common goal.

In order to maintain an atmosphere where these goals can be accomplished, we provide a comfortable and progressive workplace. Most importantly, we have a workplace where communication is open and problems can be discussed and resolved in a mutually respectful atmosphere. We take into account individual circumstances and the individual employee.

We firmly believe that with direct communication, we can continue to resolve any difficulties that may arise and develop a mutually beneficial relationship.

Non-Harassment

We prohibit harassment of one employee by another employee, supervisor or third party for any reason based on a “protected class” including, but not limited to: veteran status, uniform servicemember status, race, color, religion, sex, national origin, age, physical or mental disability, genetic information or any other protected class under federal, state, or local law. Harassment of third parties by our employees is also prohibited.

In Indiana, the following are a protected class: race, religion, color, sex, disability, national origin, ancestry, off duty use of tobacco, use of a service animal by an employee with a disability, and age [between 40 and 75].

The purpose of this policy is not to regulate the personal morality of employees. It is to ensure that in the workplace, no employee harasses another for any reason or in any manner. The conduct prohibited by this policy includes conduct in any form including but not limited to e-mail, voice mail, chat rooms, Internet use or history, text messages, pictures, images, writings, words or gestures.

While it is not easy to define precisely what harassment is, it includes: slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and teasing.

Any employee who believes that (s)he has been harassed should report the situation immediately to one of the following members of management who have been designated to receive such complaints: Kevin Handley/Chief Academic Officer at (765) 983-3709 and 855 N. 12th Street Richmond, IN 47374 or Paul Runyon/Business Manager/Treasurer at (765) 935-5131 and 855 N. 12th Street Richmond, IN 47374. If an employee makes a report to any of these members of management and the manager either does not respond or does not respond in a manner the employee deems satisfactory or consistent with this policy, the employee is required to report the situation to one of the other members of management designated in this policy to receive complaints.

The school will investigate all such reports as confidentially as possible. Adverse action will not be taken against an employee because he or she, in good faith, reports or participates in the investigation of a violation of this policy. Violations of this policy are not permitted and may result in disciplinary action, up to and including discharge.

Sexual Harassment

Any type of sexual harassment is against school policy and may be unlawful.

We firmly prohibit sexual harassment of any employee by another employee, supervisor or third party. Harassment of third parties by our employees is also prohibited. The purpose of this policy is not to regulate the morality of employees. It is to ensure that in the workplace, no employee is subject to sexual harassment. While it is not easy to define precisely what sexual harassment is, it may include: unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature including, but not limited to, sexually-related drawings, pictures, jokes, teasing, e-mails, text messages, uninvited touching or other sexually-related comments. The conduct prohibited by this policy includes conduct in any form including but not limited to e-mail, voice mail, chat rooms, Internet use or history, text messages, pictures, images, writings, words or gestures.

Sexual harassment of an employee will not be tolerated. Violations of this policy may result in disciplinary action, up to and including discharge. There will be no adverse action taken against employees who report violations of this policy in good faith or participate in the investigation of such violations.

Any employee who believes that (s)he is a victim of sexual harassment should immediately report such actions in accordance with the following procedure. All complaints will be promptly and thoroughly investigated as confidentially as possible.

1. Any employee who believes that (s)he is a victim of sexual harassment or has been retaliated against for complaining of sexual harassment, should report the situation immediately to one of the following members of management who have been designated to receive such complaints: Kevin Handley, Chief Academic Officer at (765) 983-3709 and 855 N. 12th Street Richmond, IN 47374 or Paul Runyon, Business Manager/Treasurer at (765) 935-5131 and 855 N. 12th Street Richmond, IN 47374. If an employee makes a report to any of these members of management and the manager either does not respond or does not respond in a manner the employee deems satisfactory or consistent with this policy, the employee is required to report the situation to one of the other members of management designated in this policy to receive complaints.
2. The school will investigate every reported incident immediately. Any employee, supervisor or agent of the school who has been found to have violated this policy may be subject to appropriate disciplinary action, up to and including immediate discharge.
3. The school will conduct all investigations in a discreet manner. The school recognizes that every investigation requires a determination based on all the facts in the matter. We also recognize the serious impact a false accusation can have. We trust that all employees will continue to act responsibly.

4. The reporting employee and any employee participating in any investigation under this policy have the school's assurance that no reprisals will be taken as a result of a sexual harassment complaint. It is our policy to encourage discussion of the matter, to help protect others from being subjected to similar inappropriate behavior.

Categories Of Employment

INTRODUCTORY PERIOD: Full-time and part-time employees are on an introductory period during their first 45 days of employment.

During this time, you will be able to determine if your new job is suitable for you and the Chief Academic Officer will have an opportunity to evaluate your work performance. However, the completion of the introductory period does not guarantee employment for any period of time thereafter.

FULL-TIME EMPLOYEES regularly work more than a 30-hour workweek.

PART-TIME EMPLOYEES work 30 hours or less each week.

SEASONAL EMPLOYEES perform a job for a specified time, normally less than one year.

In addition to the preceding categories, employees are also categorized as "exempt" or "non-exempt."

NON-EXEMPT EMPLOYEES are entitled to overtime pay as required by applicable federal and state law.

EXEMPT EMPLOYEES - Pursuant to applicable federal and state laws, exempt employees are not entitled to overtime pay, and are not subject to certain deductions to their salary under the school's policies.

Upon hire, the Chief Academic Officer will notify you of your employment classification.

Anniversary Date

The first day you report to work will be recorded in school records as your anniversary date. This date may be used to calculate many different school benefits. If you have any questions regarding your anniversary date, please see the administrative team.

Certification, Licensing and Other Requirements

You will be informed by the Chief Academic Officer if there are any licensing, certification or testing requirements for your job. Failure to qualify or to maintain a certification or license may be sufficient cause for discharge.

Immigration Reform and Control Act

In compliance with the federal Immigration Reform and Control Act of 1986 (IRCA), as amended, and any state law requirements, if applicable, our school is committed to employing only individuals who are authorized to work in the United States.

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility.

If an employee is authorized to work in this country for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the school.

New Employee Orientation

Upon joining our school, you were given this copy of our Employee Handbook. After reading this Employee Handbook please sign the receipt page and return it to the administrative team. You will be asked to complete personnel, payroll and benefit forms.

If you lose your Employee Handbook or if it becomes damaged in any way, please notify the administrative team as soon as possible to obtain a replacement copy.

The Chief Academic Officer is responsible for the operations of your department. (S)he is a good source of information about the school and your job.

Suggestions and Ideas

We are always interested in your constructive ideas and suggestions for improving our operations. Your suggestions should be submitted to the administrative team.

After we investigate your suggestion, you will be notified whether it is feasible to be put into practice.

Talk To Us

We encourage you to bring your questions, suggestions and complaints to our attention. We will carefully consider each of these in our continuing effort to improve operations.

If you feel you have a problem, present the situation to the Chief Academic Officer so that the problem can be settled by examination and discussion of the facts. We hope that the Chief Academic Officer is able to satisfactorily resolve most matters.

If you still have questions after meeting with the Chief Academic Officer or if you would like further clarification on the matter, request a meeting with the Business Manager. (S)he will review the issues and meet with you to discuss possible solutions.

Finally, if you still believe that your problem has not been fairly or fully addressed, you may follow the school grievance procedure (see the Chief Academic Officer for more information on grievance procedures).

Your suggestions and comments on any subject are important, and we encourage you to take every opportunity to discuss them with us. Your job will not be adversely affected in any way because you choose to use this procedure.

Your Pay and Progress

2

Recording Your Time

Non-exempt employees must record their hours on the school's timekeeping system.

Exempt employees may be required to accurately record their time worked in accordance with federal and state wage and hour law.

All employees subject to this policy are required to accurately record all time worked.

The workweek starts on Sunday and ends on Saturday.

2

Payday

You will be paid semi-monthly on the 15th of the month and the last day of the month.

When our payday is a holiday, you normally will be paid on the last working day before the holiday. If our payday is a Saturday or Sunday, you normally will be paid on Friday.

Please review your paycheck for errors. If you find a mistake, report it to the administrative team immediately. The administrative team will assist you in taking the steps necessary to correct the error.

Paycheck Deductions

The school is required by law to make certain deductions from your paycheck each pay period. Such deductions typically include federal and state taxes and Social Security (FICA) taxes. Depending on the state in which you are employed and the benefits you choose, there may be additional deductions. All deductions and the amount of the deductions are listed on your pay stub. These deductions are totaled each year for you on your Form W-2, Wage and Tax Statement.

It is the policy of the school that exempt employees' pay will not be "docked," or subject to deductions, in violation of salary pay rules issued by the United States Department of Labor and any corresponding rules issued by the state government, as applicable. However, the school may make deductions from employees' salaries in a way that is permitted under federal and state wage and hour rules. Employees will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law.

Thus, exempt employees may be subject to the following salary deductions, except where prohibited by state law, but only for the following reasons:

- Absences of one or more full days for personal reasons, other than sickness or disability; or
- Absences of one or more full days due to sickness or disability, if there is a plan, policy, or practice providing replacement compensation for such absences; or
- Absences of one or more full days before eligibility under such a plan, policy, or practice or after replacement compensation for such absences has been exhausted; or

- Suspensions of one or more full days for violations of safety rules of major significance; or
- Suspensions of one or more full days for violations of written workplace conduct rules, such as rules against sexual harassment and workplace violence; or
- Payment of actual time worked in the first and last weeks of employment, resulting in a proportional rate of an employee's full salary; or
- Any unpaid leave taken under the Family and Medical Leave Act; or
- Negative paid-time-off balances, in whole-day increments only.

If questions or concerns about any pay deductions arise, employees may discuss and resolve them with the administrative team.

Garnishment/Child Support

When an employee's wages are garnished by a court order, our school is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. Our school will, however, honor applicable federal and state guidelines that protect a certain amount of an employee's income from being subject to garnishment.

Direct Deposit

You have the option of receiving your pay in a payroll check or having your pay deposited into your bank account through our direct deposit program.

Performance Reviews

Your performance is important to our school. Once each year, on or about your anniversary date, your supervisor or the Chief Academic Officer will review your job progress within our school and help you set new job performance plans.

Our performance review program provides the basis for better understanding between you and your supervisor or the Chief Academic Officer, with respect to your job performance, potential and development within the school.

New employees will generally be reviewed prior to the end of their introductory period.

Job Descriptions

The school maintains a job description for each position in the school. The job description outlines the essential duties and responsibilities of the position. When the duties and/or responsibilities of a position change, the job description is revised to reflect those changes. If you have any questions or wish to obtain a copy of your position's job description, please see the Chief Academic Officer or Business Manager.

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Promotions

We believe that career advancement is rewarding for both the employee and the school. We will promote qualified employees to new or vacated positions whenever possible.

Job openings may be posted in-house. If you are interested in applying for one of these positions, notify the Chief Academic Officer and speak to the person indicated on the notice.

Pay Raises

Depending upon your performance and our school's profitability, adjustments in your pay may be made when there has been an improvement in or sustainment of an already good performance during the review period.

Pay Advances

Pay advances will not be granted to employees.

Overtime

There may be times when you will need to work overtime so that we may meet the needs of our students. Although you will be given advance notice when feasible, this is not always possible. Non-exempt employees must have all overtime approved in advance by the Chief Academic Officer.

Non-exempt employees will be paid at a rate of time and one-half their regular hourly rate for hours worked in excess of 40 hours in a workweek, unless state law provides a greater benefit in which case, we will comply with the state law.

Vacation, holidays, personal days, sick days, jury duty, military leave and days taken for bereavement do not count and are not computed into the workweek for overtime purposes.

If you have any questions concerning overtime pay, check with the Business Manager.

Time Away From Work and Other Benefits

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Employee Benefits

Our school has developed a comprehensive set of employee benefit programs to supplement our employees' regular wages. Our benefits represent a hidden value of additional income to our employees.

This Employee Handbook describes the current benefit plans maintained by the school. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling.

The school reserves the right to modify its benefits at any time. We will keep you informed of any changes.

Holidays

Our school normally observes the following holidays during the year:

Martin Luther King Day
President's Day
Memorial Day
Labor Day
Thanksgiving Day and the following Friday

Full-time non-exempt employees are eligible for paid holidays but must work their scheduled workday before and after the holiday in order to be paid for the holiday, unless they are absent with prior permission from the Chief Academic Officer.

Exempt employees will receive holiday pay in compliance with state and federal wage and hour laws.

Part-time employees are not eligible for paid holidays.

Paid Time Off (PTO)

Full-time employees are eligible, after completion of their introductory period, for paid time off (PTO).

Employees with 12-month appointments are entitled to 10 paid days off per fiscal year (July 1-June 30).

Employees with 10-month appointments (August-June) are entitled to 7 paid days off per school year (August-June).

Paid time off can be used as vacation time, sick time or to take care of personal matters.

Requests for planned paid time off must be given to the Chief Academic Officer or his designee for approval.

Paid time off cannot be carried over to the following year. Employees may cash-out unused PTO at the end of the fiscal year (June 30). Unused PTO will be cashed-out at 50% of the regular rate. Employees who exercise the cash-out option will receive payment on the last payroll of the fiscal year.

Employees with absences exceeding the number of PTO days allotted by the school will be docked the full amount/value of the time off on their last payroll of the year.

Employees who provide appropriate notice will be paid for earned but unused PTO upon resignation. Employees who do not provide appropriate notice, or who are terminated for cause, will not be paid for earned but unused PTO upon termination. For information on appropriate timeframes for notice of resignation, please review the "If You Must Leave Us" policy in Section 4 of this handbook.

Jury Duty

All employees summoned for jury duty are paid their normal rate of pay for up to 10 days. Thereafter, the leave is unpaid.

Employees must provide the school with a copy of the court payment records in order to be compensated.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

We reserve the right to request proof of jury service issued by the Court upon return.

Make arrangements with the Chief Academic Officer as soon as you receive your summons.

We expect you to return to your job if you are excused from jury duty during your regular working hours.

Military Leave

Employees who are required to fulfill military obligations in any branch of the Armed Forces of the United States or in state military service will be given the necessary time off and reinstated in accordance with federal and state law.

The time off will be unpaid, except where state law dictates otherwise. Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Accrued paid time off (PTO) may be used for this leave if the employee chooses. Military orders should be presented to the Chief Academic Officer and arrangements for leave made as early as possible before departure. Employees are required to give advance notice of their service obligations to the school unless military necessity makes this impossible. You must notify the Chief Academic Officer of your intent to return to employment based on requirements of the law. Your benefits may continue to accrue during the period of leave in accordance with state and federal law.

Additional information regarding military leaves may be obtained from the Chief Academic Officer.

Volunteer Firefighter Leave

Employees who serve as a volunteer firefighter are entitled to an unpaid leave when absent from work in order to respond to an emergency call received prior to or during the time the employee is scheduled to report to work.

An employee who serves as a volunteer firefighter may also be entitled to unpaid leave when (s)he is injured or absent from work because of an injury that occurs while the employee is engaged in emergency firefighting or emergency response activities.

Employees must have previously provided the school with written documentation from the fire chief or other officer in charge of the volunteer fire department of the employee's status as a volunteer firefighter.

Employees who take leave must provide the administrative team with a written statement from the chief or other officer in charge of the volunteer fire department that the employee was engaged in emergency firefighting activity at the time of the absence or injury.

Information obtained by the school regarding an injury will be retained in a separate medical file created for the employee; and treated as a confidential medical record.

Leave under this policy is subject to the business needs of the school. For more information regarding this leave, see the administrative team.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Witness Leave

Employees who are called for witness leave during their regularly scheduled hours are given the necessary time off with pay to attend or participate in a court proceeding in accordance with state law. The company reserves the right to request documentation confirming that the employee did, in fact, participate as a witness in the court proceedings. We ask that you notify the Chief Academic Officer of the need to take witness leave as far in advance as is possible.

Bereavement Leave

Full-time employees who have completed their introductory period are eligible for three paid days for the death of an immediate family member. Members of the immediate family include spouses, domestic partners, parents, stepparents, siblings, stepsiblings, children and stepchildren, son or daughter-in-law, children of domestic partners, grandchildren, grandparents, parents-in-law and parents of domestic partners.

Requests for bereavement leave should be made to the Chief Academic Officer as soon as possible. Our school reserves the right to request written verification of an employee's familial relationship to the deceased and his or her attendance at the funeral service as a condition of the bereavement pay.

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Leave of Absence

Under special circumstances, full-time employees who have completed one year of employment may be granted a leave of absence without pay. The granting of this type of leave is normally for compelling reasons and is dependent upon the written approval of the administration.

Leaves may not exceed 30 days during which time no benefits will accrue. Leaves of absence are granted only after earned PTO is exhausted.

We will make reasonable efforts to return you to the same or similar job you held prior to the leave of absence, subject to our staffing and business requirements.

Medical Insurance

Eligible full-time employees may enroll in a single, a single plus one dependent or a family contract on the first of the month after completion of ninety days of employment.

Information and enrollment forms may be obtained from the administrative team.

All full-time employees are also covered under our medical insurance plan's life insurance program on the first of the month following completion of ninety days of employment.

A booklet containing the details of the plan and eligibility requirements may be obtained from the administrative team.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

Upon termination you may be entitled to continuation or conversion of the group medical insurance plan in accordance with the terms of the policy and/or applicable state and federal law. For more information, contact the administrative team.

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COBRA

You and your covered dependents will have the opportunity to continue medical benefits for a period of up to 36 months under the provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA) when group medical coverage for you and your covered dependents would otherwise end due to your death or because:

- your employment terminates, for a reason other than gross misconduct; or
- your employment status changes due to a reduction in hours; or
- your child ceases to be a "dependent child" under the terms of the medical plan; or
- you become divorced or legally separated; or
- you become entitled to Medicare.

In the event of divorce, legal separation, or a child's loss of dependent status, you or a family member must notify the plan administrator within 60 days of the occurrence of the event.

The plan administrator will notify the individuals eligible for continuation coverage of their right to elect COBRA continuation coverage.

For more information regarding COBRA, you may contact the administrative team.

Section 125 Plans

Our school offers a pretax benefits contribution option for employees. This employee benefit is known as a Section 125 plan.

A Section 125 plan is a benefit plan that allows you to make contributions toward premiums for medical insurance on a "before tax", rather than an "after tax" basis. Your premium contributions are deducted from your gross pay before income tax and Social Security is calculated.

To participate in this plan, complete an election form and return it to the administrative team.

You cannot make any changes to your Section 125 Plan(s) until the next open enrollment period, unless your family status changes or you become eligible for a special enrollment period due to a loss of coverage. Family status changes include marriage, divorce, death of a spouse or child, birth or adoption of a child or termination of employment of your spouse. A change in election due to a change in family status is effective the next pay period.

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Federal Family And Medical Leave Act

Eligible employees may take up to 12 weeks of unpaid family/medical leave within a 12-month period and be restored to the same or an equivalent position upon their return to work.

To be eligible for family/medical leave, you must satisfy both of the following conditions:

1. Worked for Galileo Charter School for at least 12 months and for at least 1,250 hours in the last 12 months; and
2. At the time leave is requested either: (a) worked at a work site with 50 or more employees or (b) worked at a work site with less than 50 employees if 50 or more employees are employed within 75 miles of the work site (the school may choose to waive this requirement at its discretion).

Eligible employees may take family/medical leave for any of the following reasons:

1. The birth of your child and to care for such child; or
2. The placement of a child with you for adoption or foster care, and in order to care for the newly placed son or daughter; or
3. To care for a spouse, child, or parent ("covered relations") with a serious health condition; or
4. Because of your own serious health condition that renders you unable to perform an essential function of your position.

Any leave due to the birth and care of such child or the placement of a child for adoption or foster care, and care of the newly placed child, must be completed within one year of the date of birth or placement of the child.

If you request leave because of a birth, adoption or foster care placement of a child or to care for a covered relation with a serious health condition any accrued Paid Time Off (PTO) must be used first as part of your family/medical leave.

If you request leave because of your own serious health condition or to care for a covered relation with a serious health condition, any accrued Paid Time Off (PTO) must be used first as part of your family/medical leave.

The substitution of paid leave time for unpaid leave time does not extend the 12-week leave period. Also, your family/medical leave may run concurrently with other types of leave.

During an approved family/medical leave, Galileo Charter School will maintain your health benefits under the same terms and conditions applicable to employees not on leave.

- If paid leave is substituted for unpaid family/medical leave, Galileo Charter School will deduct your portion of the health plan premium as a regular payroll deduction.
- If your leave is unpaid, you must pay your portion of the premium by making arrangements with the Business Manager.

- Your health coverage may cease if your premium payment is more than 30 days late. If your payment is more than 30 days late, we will send you a letter to this effect. If we do not receive your payment within 15 days of this letter, your coverage will cease.

If you elect not to return to work at the end of the leave for at least 30 calendar days, you will be required to reimburse Galileo Charter School for the cost of the premiums paid by the school for maintaining coverage during your unpaid leave unless you cannot return to work because of a serious health condition or because of other circumstances beyond your control.

When spouses are employed by this school, they are entitled to a combined total of up to 12 weeks' leave: (1) for birth, adoption, or foster care and in order to care for such a child; or (2) to care for a parent with a serious health condition. Each individual is entitled to 12 weeks' leave because of his or her own serious health condition or to care for the serious health condition of his or her child or spouse without counting leave time taken by the other spouse.

Leave due to a serious health condition may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced leave schedule (reducing the usual number of hours you work per workweek or workday) if medically necessary. If the leave is unpaid, the school will adjust your salary based on the amount of time actually worked. In addition, while you are on an intermittent or reduced-schedule leave, the school may temporarily transfer you to an available alternate position that better accommodates your recurring leave and that has equivalent pay and benefits.

You must complete the appropriate family/medical leave forms. These forms are available from your supervisor.

If your need for family/medical leave is foreseeable, you must give 30 days' prior written notice. If this is not possible, you must give notice to your supervisor as soon as is practicable (within one or two business days of learning about your need for leave). Failure to provide such notice may be grounds for delay of leave. If your need is because of a planned medical treatment, attempt to schedule the treatment to avoid disrupting the school's operations.

Medical Certification for a Serious Health Condition

If you are requesting leave because of your own or a covered relation's serious health condition, the appropriate health care provider must supply medical certification. Obtain a medical certification form from your supervisor. If possible, you should provide the medical certification within 15 days after you request leave. If you provide at least 30 days' notice of your need for medical leave, you should provide the medical certification before your leave begins. If you do not provide the required medical certification in a timely manner, your leave may be delayed until it is provided.

The school, at its expense, may require an examination by a second health care provider designated by the school, if it has reason to doubt the medical certification you initially provide. If the second health care provider's opinion conflicts with the original medical certification, the school, at its expense, may require a third, mutually agreeable, health care provider to conduct an examination and provide a final and binding opinion. The school may require subsequent medical recertification. Failure to provide requested certification within 15 days if such is practicable may result in delay of further leave until it is provided.

Tracking Your Leave

The 12-month period in which 12 weeks of leave may be taken is the 12-month period measured forward from the date FMLA leave begins.

Reporting While on Leave

If you take leave because of your own serious health condition or to care for a covered relation with a serious health condition, contact your supervisor on a prescheduled basis regarding the status of the leave and your intention to return to work. In addition, you must give notice as soon as is practicable (within two business days if feasible) if the dates of leave change or are extended or initially were unknown.

Returning To Work

If you take leave because of your own serious health condition (except if you are taking intermittent leave), you must provide fitness-for-duty certification that you are able to resume work before you return. Obtain return-to-work fitness-for-duty certification forms from your supervisor.

Employees failing to complete the return-to-work medical certification form will not be permitted to resume work until it is provided.

Certain highly compensated employees or "key employees" may be denied restoration to their prior or equivalent position. Key employees are those salaried employees who are among the highest paid ten percent of employees within 75 miles of the work site. Denial is based on the following conditions:

1. The denial is necessary to prevent substantial economic injury to the employer;
2. The employer has notified the employee of his or her "key" employee status as well as its decision to deny restoration should the leave take place or continue; and
3. The employee elects not to return to work after being notified of the employer's decision.

Extended Leave for Serious Health Condition

Leaves taken because of your own serious health condition may be extended for a maximum of an additional 4 weeks upon: (1) written request to the company; (2) proof that the serious health condition has continued; and (3) approval by the company (which is subject to its business needs). If you do not return to work on the originally scheduled return date nor request in advance an extension of the agreed upon leave with appropriate documentation, you will be deemed to have voluntarily terminated your employment with the company. If you request an extension of your leave beyond the initial 12 week period, you must submit medical certification of your continued serious health condition in advance for each month that the leave is extended. Reinstatement is not guaranteed on an extended leave and will depend on company needs.

Social Security

During your employment, you and the school both contribute funds to the federal government to support the Social Security program. This program is intended to provide you with retirement benefit payments and medical coverage once you reach retirement age.

Unemployment Insurance

Upon separation from employment, you may be entitled to state and federal unemployment insurance benefits. Information about unemployment insurance can be obtained from the administrative team.

Workers' Compensation

On-the-job injuries are covered by our Workers' Compensation insurance policy. This insurance is provided at no cost to you. If you are injured on the job, no matter how slightly, report the incident immediately to the Chief Academic Officer. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize your claim. We ask for your assistance in alerting management to any condition that could lead to or contribute to an employee accident.

Retirement Plan

Our school provides eligible employees with a defined contribution plan. This plan is intended to be used in combination with your Social Security benefits and personal resources to provide you with supplemental income upon retirement. Certified Teachers will be eligible to participate in the Indiana Teacher's Retirement Fund (TRF). All other full-time employees are eligible to participate in the Public Employee's Retirement Fund (PRF).

You can obtain a copy of the Summary Plan Description which contains the details of the plan including eligibility and benefit provisions from the administrative team. In the event of any conflict in the description of any plan, the official plan documents, which are available for your review, shall govern. If you have any questions regarding this plan, see the plan administrator.

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Employee Assistance Program

Eligible full-time and part-time employees may participate in our employee assistance program immediately upon hire.

Our BalanceWorks®, Employee Assistance Program (EAP), and Work/Life Benefit help eligible employees and their immediate families with a wide range of problems. Situations addressed by the EAP include marriage and family problems, emotional problems, alcoholism and alcohol abuse, drug abuse and dependency, financial problems, compulsive gambling and eating disorders. Your conversations and all records are strictly confidential.

The administrative cost of this program is fully paid by the school.

Additional information regarding this program is available at www.eniweb.com or by calling 1-800-EAPCALL. Complete details of this program may be obtained from the administrative team.

Confidentiality

Our professional ethics require that each employee maintain the highest degree of confidentiality when handling school or student matters.

To maintain this professional confidence, no employee shall disclose information related to the school or its students to outsiders, including members of one's own family. Our obligation to maintain confidentiality requires that information not be released to anyone other than a child's parent(s) or guardian without the express written consent of the parent.

Questions concerning client confidentiality may be addressed with the Chief Academic Officer.

Care Of Student Records

The impression that the public has of our school is based, in part, on the way we care for and maintain the confidentiality of student records. As professionals, we must respect the confidence in which we are entrusted and ensure that student files are handled with care.

When possible, obtain all needed information from student files and then return the material back to the files. Material should be returned in the same condition or better than when it was received.

Under no circumstances will outside requests for student files or information be fulfilled unless prior written permission is received from the child's parent(s) or guardian and the Chief Academic Officer.

Attendance And Punctuality

Attendance and punctuality are important factors for your success within our school. We work as a team and this requires that each person be in the right place at the right time.

If you are going to be late for work or absent, notify your supervisor at least 2 hours prior to the start of the workday.

Personal issues requiring time away from your work, such as doctor's appointments or other matters, should be scheduled during your nonworking hours if possible.

Employees whose absences exceed the allotted number of PTO days provided by the school will be required to provide documentation of any illness/medical condition that prevents them from coming to work. If acceptable medical documentation is provided, that absence will be considered "excused".

Employees who choose to take time off work for illness but who cannot provide medical documentation indicating the need for time off was valid will be charged with an "unexcused absence", provided they have exhausted all of their allotted PTO. In addition, employees who choose to take time off for personal reasons who have exhausted all available PTO days will also be charged with an "unexcused absence". Further, employees who are not eligible for PTO are expected to be at work unless they can provide medical documentation indicating that they were unable to work due to illness or injury. If such documentation cannot be provided, employees who fall into this category will also be charged with an "unexcused absence". Employees who experience unexcused absences will be subject to disciplinary action according to the following schedule:

- 1 unexcused absence—Written Warning
- 2 unexcused absences—Final Written Warning
- 3 unexcused absences—Termination

If you are absent for two days without notifying the school, it is assumed that you have voluntarily abandoned your position with the school, and you will be removed from the payroll.

Staff Meetings

In order to keep the communication channels open, Galileo Charter School schedules regular school-wide staff meetings. Employees will receive communications from the Administrative Assistant about the agenda and discussion topics.

Meal Time

A 30-minute, unpaid meal break should be taken each day. The Chief Academic Officer is responsible for approving the scheduling of this time.

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Lactation Breaks

The school will provide a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The break time should, if possible, be taken concurrently with other break periods already provided. Non-exempt employees should clock out for any time taken that does not run concurrently with normally scheduled rest periods, and such time generally will be unpaid in accordance with state law. The school will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area, for the employee to express milk in private.

Employees should notify the Chief Academic Officer to request time to express breast milk under this policy. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

No provision of this policy applies or is enforced if it conflicts with or is superseded by any requirement or prohibition contained in a federal, state, or local law or regulation. Anyone with knowledge of such a conflict or potential conflict should contact the Chief Academic Officer.

Standards Of Conduct

Each employee has an obligation to observe and follow the school's policies and to maintain proper standards of conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of a department, corrective disciplinary measures will be taken.

Disciplinary action may include a verbal warning, written warning, suspension with or without pay, and/or discharge. The appropriate disciplinary action imposed will be determined by the school. The school does not guarantee that one form of action will necessarily precede another.

The following may result in disciplinary action, up to and including discharge: violation of the school's policies or safety rules; deliberate falsification or omission of timekeeping records or information; breach of confidentiality; insubordination; unauthorized or illegal possession, use or sale of alcohol or controlled substances on work premises or during working hours, while engaged in school activities or in school vehicles; unauthorized possession, use or sale of weapons, firearms or explosives on work premises; theft or dishonesty; physical harassment; sexual harassment; disrespect toward fellow employees, visitors or other members of the public; performing outside work or use of school property, equipment or facilities in connection with outside work while on school time; poor attendance or poor performance. These examples are not all inclusive. We emphasize that discharge decisions will be based on an assessment of all relevant factors.

Nothing in this policy is designed to modify our employment-at-will policy.

Access to Personnel Files

Upon written request, you may inspect your own personnel file once each year. Inspections will be held on school premises in the presence of a school official. Contact the administrative team to arrange a time to view these records. You will be permitted to review records related to your qualification for employment, compensation and disciplinary action. You are not permitted access to any letter of reference maintained by the school. If you disagree with the accuracy of any statement in the records and no correction can be agreed upon, you may submit an explanatory statement, which will be attached to the records.

For more information, contact the Chief Academic Officer.

Computer Software Licensing

The school purchases or licenses the use of various computer software programs. Neither the school nor any of the school's employees have the right to duplicate this computer software or its related documentation. Unauthorized duplication of computer software is a federal offense, punishable by up to \$250,000 fine and up to five years in jail.

The school does not condone the illegal duplication of software. You must use the software in accordance with the license agreement. This policy applies not only to individual desktop computers and laptops but to local area networks as well.

Employees learning of any misuse of software or related documentation within the school shall notify a member of management. Employees who reproduce, acquire or use unauthorized copies of computer software will be subject to discipline, up to and including discharge.

Public Relations

Our school's reputation is built on excellent service and quality work. To maintain this reputation requires the active participation of every employee.

The opinions and attitudes that the public, parents and students have toward our school may be determined for a long period of time by the actions of one employee.

Each employee must be sensitive to the importance of providing professional and courteous treatment in all working relationships.

Solicitation And Distribution

To avoid unnecessary annoyances and work interruptions, solicitation by an employee of another employee is prohibited while either person is on working time.

Employee distribution of literature, including handbills, in work areas is prohibited at all times.

Trespassing, soliciting or distribution of literature by non-employees or students on these premises is prohibited at all times.

Changes in Personal Data

To aid you and/or your family in matters of personal emergency, we need to maintain up-to-date information.

Changes in name, address, telephone number, marital status, number of dependents or changes in next of kin and/or beneficiaries should be given to the Business Manager promptly.

Background Checks

Due to the nature of our business, certain employees are required to obtain national background checks at their expense. Galileo Charter School also reserves the right to conduct background checks on employees at any time during their employment with the school. If you experience a change in your criminal record during your employment with Galileo Charter School, you are required to disclose that information to the Chief Academic Officer immediately. Failure to do so will result in disciplinary action up to and including termination of employment.

Care of Equipment

You are expected to demonstrate proper care when using the school's property and equipment. No property may be removed from the premises without the proper authorization of management. If you lose, break or damage any property, report it to the Chief Academic Officer or Business Manager at once.

Employment Of Relatives

The school will not hire an immediate family member of a current, active employee without the express approval of the Chief Academic Officer. The term "immediate family" refers to spouses, parents, children, sisters, brothers, nieces, nephews or other family members residing in the same household.

In the case of marriage of persons within the same department, an effort will be made to assign comparable job duties so as to minimize problems of supervision, safety, security and morale.

Travel/Expense Reimbursement

The school will reimburse employees for reasonable expenses incurred through pre-approved business travel or entertainment. All cash advances must be accounted for and expense receipts are required.

The following business expenses will be reimbursed:

- Travel Expense
- Automobile/Mileage
- Lodging
- Tips
- Business Meals (in accordance with our per diem rates; room service excluded)

This list is not all-inclusive. See the Business Manager regarding additional reimbursable business expenses.

The Galileo Charter School will reimburse employees for mileage expenses that meet the following guidelines:

1. Travel must be School-related.
2. Travel must be pre-approved by the School's Chief Academic Officer or Business Manager.
3. Travel must be in an employee-owned and operated vehicle; reimbursement will only be made to the employee who owns the vehicle which was used for travel; and the employee operating the vehicle must have a valid driver license and verifiable automobile insurance.
4. Travel reimbursement claims must be submitted within 5 days of travel date.
5. A navigation report showing directions and mileage may be required to support a reimbursement claim. Reimbursement will be based on the shortest distance between starting point and destination.
6. Reimbursable travel does not include travel to and from work.

The rate of travel reimbursement will be determined by the School and approved by the School's Board of Directors. The current rate of reimbursement is the Standard Mileage Rate set by the Internal Revenue Service for business travel. This rate or any other terms of this Policy may be changed, without notice, at any time by the School's Board of Directors.

Personal Property

The school is not responsible for loss or damage to personal property. Valuable personal items, such as purses and all other valuables should not be left in areas where theft might occur.

Identification Badges

You will be issued an identification badge upon hire. It must be worn where it can be seen at all times when you are working.

Visitors must wear a badge if they will be going beyond the reception area.

If you see an unknown person without a visitor badge, report it to the office immediately.

Visitors

If you are expecting a visitor, please notify the administrative team. All visitors must first check in at the reception area. Visitors are not allowed in any area of the building without being accompanied by an authorized employee. Under no circumstances will visitors be allowed in confidential, unauthorized or potentially hazardous areas.

Personal visits with family or friends on school premises during working hours are prohibited unless written consent has been obtained from the Chief Academic Officer.

Severe Weather

Severe weather is to be expected during certain months of the year. Although driving may at times be difficult, when caution is exercised the roads are normally passable. Except in cases of severe storms, we are all expected to work our regular hours. Time taken off due to poor weather conditions while the school remains open is unpaid or the employee may use paid time off (PTO).

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

If extreme weather conditions require closing of the building, you will be notified by an authorized staff member.

Natural Disasters

Natural disasters, including earthquakes, hurricanes, mudslides, floods and fires are to be expected from time to time. Although driving may be difficult in some areas due to damaged freeways and streets, when caution is exercised the roads are normally passable or alternate routes are available. Except in severe cases, we are all expected to work our regular hours. Time taken off due to natural disasters while the school remains open is unpaid or the employee may use paid time off (PTO).

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

If extreme weather conditions require closing of the building, you will be notified by an authorized staff member.

Personal Telephone Calls

It is important to keep our telephone lines free for student calls. Although the occasional use of the school's telephones for a personal emergency may be necessary, routine personal calls are discouraged.

Personal cellular telephones must be turned off or set to a silent alert during working hours while on school premises.

Employees are prohibited from using cellular telephones to text message during working hours while on school premises. Further, employees are prohibited from using their personal cellular telephone to access the Internet (including, but not limited to, social networking sites) during work hours while on school premises.

Electronic Mail and Voice Mail Monitoring

We recognize your need to be able to communicate efficiently with fellow employees and students. Therefore, we have installed electronic mail (e-mail) and voice mail systems to facilitate the transmittal of business-related information within the school and with our students.

The e-mail and voice mail systems are intended for business use only. The use of the school's e-mail and/or voice mail systems to solicit fellow employees or distribute non job-related information to fellow employees is prohibited to the extent allowed by applicable law.

Our school's policies against sexual and other types of harassment apply fully to the e-mail and voice mail systems. Violations of those policies are not permitted and may result in disciplinary action, up to and including discharge. Therefore, employees are also prohibited from the display or transmission of sexually-explicit images, messages, ethnic slurs, racial epithets or anything that could be construed as harassment or disparaging to others.

Employees shall not use unauthorized codes or passwords to gain access to others' files and or accounts.

All e-mail and voice mail passwords must be made available to the school at all times. Please notify the administrative team if you need to change your password.

Violation of this policy may result in disciplinary action, up to and including discharge.

For business purposes, management reserves the right to enter, search and/or monitor the school's private e-mail and voice mail systems and the files/transmissions of any employee without advance notice and consistent with applicable state and federal laws. Employees should expect that communications that they send and receive by the school's private e-mail and voice mail systems will be disclosed to management. Employees should not assume that communications that they send and receive by the school's private e-mail and voice mail systems are private or confidential.

Internet Usage and Monitoring

As a growing school, we recognize the need to stay on the cutting edge of technology. This is one of the reasons we allow employees to have access to the Internet.

The Internet is intended for business use only. Use of the Internet for any non-business purpose, including but not limited to, personal communication or solicitation, purchasing personal goods or services, gambling and downloading files for personal use, is strictly prohibited.

Our school's policies against sexual and other types of harassment apply fully to Internet usage. Violations of those policies are not permitted and may result in disciplinary action, up to and including discharge. Therefore, employees are also prohibited from displaying, transmitting and/or downloading sexually explicit images, messages, ethnic slurs, racial epithets or anything that could be construed as harassment or disparaging to others.

Consistent with applicable federal and state law, the time you spend on the Internet may be tracked through activity logs for business purposes. All abnormal or inappropriate usage will be investigated thoroughly. For business purposes, management reserves the right to search and/or monitor the school's Internet usage and the files/transmissions of any employee without advance notice and consistent with applicable state and federal laws. Employees should expect that communications that they send and receive by the Internet will be disclosed to management. Employees should not assume that communications that they send and receive by the Internet are private or confidential.

Employees learning of any misuse of the Internet shall notify a member of management.

Violation of this policy may result in disciplinary action up to and including discharge.

Dress Policy

Employees are expected to maintain the highest standards of personal cleanliness and present a neat, professional appearance at all times.

Our students' satisfaction represents the most important and challenging aspect of our business. Whether or not your job responsibilities place you in direct student contact, you represent the school with your appearance as well as your actions. The properly-attired individual helps to create a favorable image for the school, to the public and fellow employees.

Recycling and Waste Prevention

The school is committed to the environment and its future. Therefore, recycling containers are located throughout the building for the collection of recyclable materials. Waste of time, materials and utilities is costly to the school. If you have any waste prevention ideas, please advise the Chief Academic Officer in writing.

Reference Checks

Our school will not honor any oral requests for references. Further, the school will not provide any written references to employees. Should an employee need verification of their employment, the employee must notify the Business Manager.

Under no circumstances should an employee provide another individual with information regarding current or former employees of our school. If you receive a request for reference information, please forward it to the administrative team.

Protecting School Information

Protecting our school's information is the responsibility of every employee, and we all share a common interest in making sure information is not improperly or accidentally disclosed. Do not discuss the school's confidential business or proprietary business matters, or share confidential, personal employee information with anyone who does not work for us such as friends, family members, members of the media, or other business entities. You may be required to sign a nondisclosure agreement as a condition of your employment, in accordance with state and federal law.

All telephone calls regarding a current or former employee's position/compensation with our school must be forwarded to the Chief Academic Officer or Business Manager.

The school's address shall not be used for the receipt of personal mail.

Social Media

Galileo Charter School has in place policies that govern use of its own electronic communication systems, equipment, and resources, which employees must follow. Galileo Charter School may also have an interest in your electronic communications with co-workers, patrons, vendors, suppliers, competitors, and the general public on your own time. Inappropriate communications, even if made on your own time using your own resources, may be grounds for discipline up to and including immediate termination. We encourage you to use good judgment when communicating via blogs, online chat rooms, networking internet sites, social internet sites, and other electronic and non-electronic forums (collectively "social media"). The following is a general and non-exhaustive list of guidelines you should keep in mind:

1. Make it clear that the views expressed in social media are yours alone. Do not purport to represent the views of the School in any fashion.
2. Do not disclose confidential or proprietary information regarding Galileo Charter School or your co-workers. Use of copyrighted or trademarked School information, trade secrets, or other sensitive information may subject you to legal action. If you have any doubt about whether it is proper to disclose information, please discuss it with your supervisor.
3. Do not disclose information that could subject the School to legal liability. Data about certain financial transactions, information about medical and health records, and other disclosures may be restricted by state or federal laws. If the School is subjected to government investigation

or financial liability based on your disclosures, the School may seek to hold you personally responsible.

4. Do not use the School's logos, trademarks, or other symbols in social media. You may not use the School's name to endorse, promote, denigrate or otherwise comment on any product, opinion, cause or person.
5. Be respectful of the privacy and dignity of your co-workers. Do not use or post photos of co-workers without their expressed consent.
6. Harassing, obscene, defamatory, threatening, or other offensive content must be avoided. Harassing or discriminatory comments, particularly if made on the basis of gender, race, religion, age, national origin, or other protected characteristic, may be deemed inappropriate even if the School's name is not mentioned. If social media communications in any way may adversely affect your relationships at work or violate School policy, you may be subject to discipline up to and including immediate termination under various School policies.
7. Ensure that engaging in social media does not interfere with your work commitments.
8. Social media and similar communications have the potential to reflect on both you and Galileo Charter School. We hope that you will show respect for our employees, patrons, affiliates and competitors.
9. In the interest of professionalism and avoiding any appearance of impropriety, staff members are discouraged from sending friend requests to

or accepting friend requests from Galileo Charter School students.

Fraternization Policy

Our school strongly believes that an environment where employees maintain clear boundaries between personal and business interactions is most effective for conducting business. Although this policy does not prevent the development of friendships or romantic relationships between coworkers, it does establish very clear boundaries as to how relationships will progress during working hours and within the working environment. Individuals in supervisory relationships or other influential roles are subject to more stringent requirements under this policy due to their status as role models, their access to sensitive information and their ability to influence others.

Standards of Conduct:

1. During working time and in working areas employees are expected to keep personal exchanges limited so that others are not distracted or offended by such exchanges and so that productivity is maintained.
2. During non-working time, such as lunches, breaks and before and after work periods, employees are not precluded from having

appropriate personal conversations in non-work areas as long as their conversations and behaviors could in no way be perceived as offensive or uncomfortable to a reasonable person.

3. Employees are strictly prohibited from engaging in physical contact that would in any way be deemed inappropriate by a reasonable person while anywhere on school premises, whether during working hours or not.
4. Employees who allow personal relationships with coworkers to affect the working environment will be regarded as having violated the school's Standards of Conduct and will be subject to appropriate disciplinary measures.
5. Employee off-duty conduct is generally regarded as private, as long as such conduct does not create problems within the workplace or negatively impact the school in any other way. An exception to this principle, however, is romantic or sexual relationships between supervisors and subordinates, which are prohibited.
6. Supervisors, managers, or anyone else in sensitive or influential positions must disclose any pre-existing relationships with co-workers to the Chief Academic Office.
7. Where problems or conflicts of interest are disclosed the school will work with the parties involved to consider options for resolving the problems or conflicts. Initial action will include making sure that the parties involved no longer work together on matters where one is able to influence the other or take action for the other. If it is necessary to transfer one employee to

another position, the employee with the more senior position will be considered for transfer first. Refusal of reasonable alternative positions, if available, will be deemed a voluntary resignation. Continued failure to work with the school to resolve such a situation in a mutually agreeable fashion may ultimately be deemed insubordination and may result in disciplinary actions up to and including termination.

8. Where problems or conflicts of interest are not disclosed, the employees involved will be regarded as having violated the school's Standards of Conduct and will be subject to disciplinary action up to and including termination.
9. The provisions of this policy apply regardless of the sexual orientations of the parties involved.
10. Any employee who has questions about this policy, or who believes this policy is not being adhered to, should contact their supervisor.

Conflict Of Interest/Code Of Ethics

General Policy. It is the policy of Discovery School, Inc. d/b/a Galileo Charter School (Galileo) and its Board of Directors that Galileo's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. Galileo's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to Galileo. This policy shall be further subject to the following principles:

- a) Directors, officers, and employees of Galileo shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with Galileo in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of Galileo.
- b) Directors, officers, and employees of Galileo shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with Galileo, any gifts, entertainment, or other favors relating to their positions with Galileo that exceed common courtesies consistent with ethical and accepted business practices.

- c) If a director or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with Galileo, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- d) Officers and employees of Galileo shall not conduct business on behalf of Galileo with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of Galileo.
- e) The Board of Directors may require Galileo's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in this policy. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Effect of Conflict Provisions. The failure of Galileo, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of this policy shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of Galileo that otherwise is valid and enforceable under applicable law.

Outside Employment

We hope that you will not find it necessary to seek additional outside employment. However, if you are planning to accept an outside position, you must notify the Chief Academic Officer in writing.

Outside employment must not conflict in any way with your responsibilities within our school. You may not work for competitors nor may you take an ownership position with a competitor.

Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work while on school time.

Parking

Free parking facilities are available to employees. You are required to park within the designated areas.

The school is not responsible for loss, damage or theft of your vehicle. Therefore, we suggest that you lock your car doors.

Contact with the Media

All media inquiries regarding the school and its operations must be referred to the Chief Academic Officer. Only the Chief Academic Officer is authorized to make or approve public statements on behalf of the school. No employees, unless specifically designated by the Chief Academic Officer, are authorized to make statements on behalf of or as a representative of the school.

Office Supplies

Our school maintains a stock of basic office supplies such as pens, paper clips, staples, note pads, etc. used on a day-to-day basis by employees. All office supplies will be provided to you by the administrative team.

If you need additional items not regularly stocked, please speak to the administrative team to place a special order.

All office supplies are for business use only and should not be removed from the office for non-business use. Violations of this policy may result in disciplinary action up to and including discharge.

If You Must Leave Us

Non-exempt employees are asked to provide the Chief Academic Officer with at least two weeks' advance written notice of resignation. Exempt employees must provide the Chief Academic Officer with at least 30 days advance written notice of resignation. Your thoughtfulness is appreciated and will be noted favorably should you ever wish to reapply for employment with the school.

Employees who are rehired following a break in service, other than an approved leave of absence, must serve a new initial introductory period whether or not such a period was previously completed. Such employees are considered new employees from the effective date of their reemployment for all purposes, including the purposes of measuring benefits. This does not apply to situations where employees are off during summer months and return to work in the fall.

Our school does not provide a "letter of reference" to former employees. Generally, we will confirm upon request our employees' dates of employment, salary history and job title.

Additionally, all resigning employees should complete a brief exit interview prior to leaving. All school property, including this Employee Handbook, must be returned upon termination. Otherwise, the school may take action to recoup any replacement costs and/or seek the return of school property through appropriate legal recourse.

You should notify the school if your address changes during the calendar year in which termination occurs so that your tax information will be sent to the proper address.

Each Employee's Responsibility

Safety can only be achieved through teamwork at our school. Each employee, supervisor and manager must practice safety awareness by thinking defensively, anticipating unsafe situations and reporting unsafe conditions immediately.

Please observe the following precautions:

1. Notify the Chief Academic Officer of any emergency situation. If you are injured or become sick at work, no matter how slightly, you must inform the Chief Academic Officer immediately.
2. The use of alcoholic beverages or illegal substances during working hours will not be tolerated. The possession of alcoholic beverages or illegal substances on the school's property is forbidden.
3. Use, adjust and repair machines and equipment only if you are trained and qualified.
4. Know the proper lifting procedures. Get help when lifting or pushing heavy objects.
5. Understand your job fully and follow instructions. If you are not sure of the safe procedure, don't guess; just ask the Chief Academic Officer.
6. Know the locations, contents and use of first aid and fire fighting equipment.
7. Comply with OSHA standards and/or applicable state job safety and health standards as written in our safety procedures manual.

A violation of a safety precaution is in itself an unsafe act. A violation may lead to disciplinary action, up to and including discharge.

Fire Drills

Fire drills are scheduled periodically throughout the year. These drills are an important aspect in employee safety. We expect your complete cooperation during these drills. If you have any questions concerning evacuation procedures, see the Chief Academic Officer.

Workplace Violence

Violence by an employee or anyone else against an employee, supervisor or member of management will not be tolerated. The purpose of this policy is to minimize the potential risk of personal injuries to employees at work and to reduce the possibility of damage to school property in the event someone, for whatever reason, may be unhappy with a school decision or action by an employee or member of management.

If you receive or overhear any threatening communications from an employee or outside third party, report it to the Chief Academic Officer at once. Do not engage in either physical or verbal confrontation with a potentially violent individual. If you encounter an individual who is threatening immediate harm to an employee or visitor to our premises, contact an emergency agency (such as 911) immediately.

All reports of work-related threats will be kept confidential to the extent possible, investigated and documented. Employees are expected to report and participate in an investigation of any suspected or actual cases of workplace violence and will not be subjected to disciplinary consequences for such reports or cooperation.

Violations of this policy, including your failure to report or fully cooperate in the school's investigation, may result in disciplinary action, up to and including discharge.

Building Security

Shortly after an employee's start date, he/she may be given a key to gain access to the building and classrooms. The last employee to leave the building at night is responsible for making certain that all doors and windows are locked and that the alarm system is activated. Employees are not allowed on Galileo Charter School property after hours without prior authorization from the Chief Academic Officer.

Before leaving the building staff must:

- Turn off all lights when exiting a room.
- Set thermostat to reasonable temperature
- Check all windows and interior/exterior doors to make sure they are tightly closed and locked.

Workplace Searches

To protect the property and to ensure the safety of all employees, students and the school, the school reserves the right to conduct personal searches consistent with state law, and to inspect any packages, parcels, purses, handbags, brief cases, lunch boxes or any other possessions or articles carried to and from the school's property. In addition, the school reserves the right to search any employee's office, desk, files, locker, equipment or any other area or article on our premises. In this regard, it should be noted that all offices, desks, files, lockers, equipment, etc. are the property of the school, and are issued for the use of employees only during their employment. Inspection may be conducted at any time at the discretion of the school.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property or illegal substances, will be subject to disciplinary action, up to and including discharge, if upon investigation they are found to be in violation of the school's security procedures or any other school rules and regulations.

Hazard Communication

Our school may use some chemicals (e.g., cleaning compounds, inks, etc.) in some of its operations. You should receive training and be familiar with the handling, use, storage and control measures relating to these substances if you will use or likely be exposed to them. Material Safety Data Sheets (MSDS) are available for inspections in your work area. You must follow all labeling requirements.

Please consult with the designated safety coordinator prior to purchasing chemicals for the school or bringing them on to our premises. For additional information, please refer to our school's written Hazard Communication Program. If you have any questions, ask the Chief Academic Officer or the safety coordinator.

Good Housekeeping

Good work habits and a neat place to work are essential for job safety and efficiency. You are expected to keep your place of work organized and materials in good order at all times. Report anything that needs repair or replacement to the Chief Academic Officer.

Smoking in the Workplace

Our school is committed to providing a safe and healthy environment for employees and visitors. Smoking is not permitted.

Violations of this policy may result in disciplinary action, up to and including discharge.

Concealed Weapons

Possession, use or sale of weapons, firearms or explosives on work premises, while operating company machinery, equipment or vehicles for work-related purposes or while engaged in company business off premises is forbidden except where expressly authorized by the company and permitted by state and local laws. This policy applies to all employees, including but not limited to, those who have a valid permit to carry a firearm.

Employees who are aware of violations or threats of violations of this policy are required to report such violations or threats of violations to your supervisor immediately.

Violations of this policy will result in disciplinary action, up to and including discharge.

In An Emergency

The Chief Academic Officer should be notified immediately when an emergency occurs. Emergencies include all accidents, medical situations, bomb threats, other threats of violence, and the smell of smoke.

Should an emergency result in the need to communicate information to employees outside of business hours, the Chief Academic Officer will contact you. Therefore, it is important that employees keep their personal emergency contact information up to date. Notify the Chief Academic Officer when this information changes.

When events warrant an evacuation of the building, you should follow the instructions of the Chief Academic Officer or any other member of management. You should leave the building in a quick and orderly manner. You should assemble at the pre-determined location as communicated to you by the Chief Academic Officer to await further instructions or information.

Substance Abuse

The school has vital interests in ensuring a safe, healthy and efficient working environment for our employees, their co-workers and the students we serve. The unlawful or improper presence or use of controlled substances or alcohol in the workplace presents a danger to everyone. For these reasons, we have established as a condition of employment and continued employment with the school the following substance abuse policy.

Employees are prohibited from reporting to work or working while using illegal or unauthorized substances. Employees are prohibited from reporting to work or working when the employee uses any controlled substance, except when the use is pursuant to a doctor's orders and the doctor advised the employee that the substance does not adversely affect the employee's ability to safely perform his or her job duties.

In addition, employees are prohibited from engaging in the unlawful or unauthorized manufacture, distribution, sale or possession of illegal or unauthorized substances and alcohol in the workplace including: on school paid time, on school premises, in school vehicles, or while engaged in school activities. Our employees are also prohibited from reporting for duty or remaining on duty with any alcohol in their systems. Employees are further prohibited from consuming alcohol during working hours, including meal and break periods.

Your employment or continued employment with the school is conditioned upon your full compliance with the foregoing substance abuse policy. Any violation of this policy may result in disciplinary action, up to and including discharge. Furthermore, any employee who violates this policy who is subject to discharge, may be

permitted in lieu of discharge, at the school's sole discretion, to participate in and successfully complete an appropriate treatment, counseling or rehabilitation program as recommended by a substance abuse professional as a condition of continued employment and in accordance with applicable federal, state, and local laws.

Consistent with its fair employment policy, the school maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage employees to seek assistance before their substance or alcohol use renders them unable to perform their essential job functions or jeopardizes the health and safety of themselves or others. The school will attempt to assist its employees through referrals to rehabilitation, appropriate leaves of absence and other measures consistent with the school's policies and applicable federal, state or local laws.

The school further reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of school issued lockers, desks or other suspected areas of concealment, as well as an employee's personal property when the school has reasonable suspicion to believe that the employee has violated this substance abuse policy.

This policy represents management guidelines. For more information, please speak to the Chief Academic Officer.

Galileo Charter School's Drug Testing Policy

Employees Subject to Testing

Under Galileo Charter School's drug-testing policy, current and prospective employees will be asked to submit to drug testing. Drug tests may be required pre-employment, randomly, or upon reasonable suspicion of substance abuse. No prospective employee will be asked to submit to testing unless an offer of employment has been made. An offer of Galileo Charter School, however, is conditioned upon the prospective employee testing negative for drugs.

Safeguards

Galileo Charter School's policy is intended to comply with all state laws governing drug testing and is designed to safeguard employee privacy rights to the fullest extent of the law.

Tested Substances

Galileo Charter School's drug testing program is limited to testing for THC, Cocaine, Opiates, Amphetamines, and Phencyclidine. However, the school reserves the right to test for additional substances.

Written Notice

Before being asked to submit to a drug test, the employee will receive written notice of the request or requirements.

Laboratory

Any drug testing required or requested by Galileo Charter School will be conducted by Quest Diagnostics Incorporated.

Notice of Results

If the employee is asked to submit to a drug test, Galileo Charter School will notify the employee of the results within one week after it receives them from the laboratory. To preserve confidentiality, Galileo Charter School strives to maintain, the employee will be notified by certified mail whether the test was negative or confirmed positive and, if confirmed positive, what the next step is.

Positive Test Results

If the employee receives notice that the employee's test results were confirmed positive, the employee will be given the opportunity to explain the positive test result following the employee's receipt of the test result. In addition, the employee may have the same sample retested at a SAMHSA certified laboratory of the employee's choice at the employee/applicant's cost.

Adverse Employment Action

If there is reason to suspect that the employee is working while under the influence of an illegal drug, the employee will be suspended without pay until the results of a drug test are made available to Galileo Charter School by the testing laboratory. Where drug testing is part of a routine physical or random screening, there will be no adverse employment action taken until the test results are in.

Confidentiality

Galileo Charter School will make every effort to keep the results of drug tests confidential. Only persons with a need to know the results will have access to them. The employee will be asked for the employee's consent before test results are released to anyone else. Be advised, however, that test results may be used in arbitration, administrative hearings and court cases arising as a result of the employee's drug testing. Also, results will be sent to federal agencies as required by

federal law. If the employee is to be referred to a treatment facility for evaluation, the employee's test results will also be made available to the employee's counselor. The results of drug testing in the workplace will not be used against the employee in any criminal prosecution.

Costs

Galileo Charter School will pay the cost of drug testing that it requires or requests employees submit to, including retesting of confirmed positive results. Any additional tests that the employee requests will be paid for by the employee.

Drug Use at Work Prohibited

Galileo Charter School will not tolerate the presence of non-prescribed drugs in employee's system during work hours. If the employee comes to work with drugs present in their system, or uses drugs during work time, the employee will be sent home without pay and will be subject to disciplinary action up to and possibly including termination.

Posting

Besides being outlined here, Galileo Charter School's drug policy is posted in the Galileo Charter School Staff Guidebook where the employee may review it.

Student Health, Wellness and Safety

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For consistency with student Health and Wellness issues, each teacher should do the following:

- Be aware of all students' health conditions and send students to the office when necessary.
- Evidence of any type of abuse or neglect must not be tolerated and must be reported to local authorities.
- Always put on exam gloves when treating or assisting a child with blood related injury, vomiting, or bowel and bladder control issue. All contaminated clothing should be placed in a plastic bag, zipped or tied and sent home.
- All staff members should follow the proper procedures when checking in or distributing medicines.
- Clean all bodily fluids properly as instructed in the beginning of the year staff orientation, by using proper attire, cleaning, and disposal procedures for blood-borne pathogens.
- Any communication to a staff member about a communicable disease should be directed to the Chief Academic Officer and School Nurse.
- Report safety issues to Chief Academic Officer.
- Report issues, incidents, and/or complaints to the Chief Academic Officer.

Sexual Misconduct Policy and Child Abuse Protocol

Galileo Charter School, located in Richmond, Indiana, has adopted the following reporting guidelines. Indiana law requires a person to immediately report suspected child abuse to the authorities and, in organizations such as the Galileo Charter School, to the appropriate individual in charge. Therefore, all employees and volunteers at Galileo Charter School must adhere to the policies and procedures defined in this section of the employee handbook.

Reporting Child Abuse/Neglect

- Employees are responsible for immediately reporting known or suspected child abuse or neglect.
- Inform the Chief Academic Officer (CAO) immediately of the known or suspected abuse.
- The employee and the CAO immediately will jointly complete the "Suspected Child Abuse/Neglect Form."
- Employees are to be present when the CAO contacts Child Protective Services.
- In the absence of the CAO in the building at the time employees become aware of an abuse/neglect case, you are personally responsible for reporting. Appropriate completion of the "Suspected Child Abuse/Neglect Form" is required and must be filed with the CAO.

- It is not necessary for employees and the CAO to agree that contact with Child Protective Services is warranted.
- If employees are in doubt as to whether to report a case, ask yourself if you could go home and not worry about the situation.
- Informing the CAO does not relieve you of the requirement to contact Child Protective Services.
- Employees must be able to verify that contact has been made

Symptoms of Abuse/Neglect

Physical Abuse

Children who have been physically abused may have unexplained bruises or welts, burns, fractures, abdominal injuries, or bite marks. These children may show fear of adults, inappropriate behaviors or be slow in their development.

Sexual Abuse

There are rarely clear physical indicators of sexual abuse. Some behavioral indicators of child sexual abuse may be abrupt changes in usual behavior, discomfort in walking and/or sitting, sudden fear of a person or place, increased sexual behavior, unwillingness to participate in or change clothing for gym class, or new use of sexual terms.

Emotional Abuse

Children who suffer emotional abuse or reveal negative statements about themselves may exhibit self destructive behavior. They are often shy, passive, compliant and lag in physical, mental and emotional development. They can also be highly aggressive, cruel to others, and overly demanding.

Neglect

Children who are neglected are constantly hungry or tired, grossly unclean, underweight or abandoned. Neglected children may suffer delays in their growth and development due to the lack of good nutrition, sleep, and medical care. They often wear clothing inappropriate for their size and the weather.

Receipt Of Employee Handbook and Employment-At-Will Statement

This is to acknowledge that I have received a copy of the Discovery School, Inc. dba Galileo Charter School Employee Handbook and understand that it sets forth the terms and conditions of my employment as well as the duties, responsibilities and obligations of employment with the school. I understand and agree that it is my responsibility to read the Employee Handbook and to abide by the rules, policies and standards set forth in the Employee Handbook.

I also acknowledge that my employment with Discovery School Inc. dba Galileo Charter School is not for a specified period of time and can be terminated at any time for any reason, with or without cause or notice, by me or by the school. I acknowledge that no oral or written statements or representations regarding my employment can alter the foregoing. I also acknowledge that no manager or employee has the authority to enter into an employment agreement—express or implied—providing for employment other than at-will.

I also acknowledge that, except for the policy of at-will employment, the school reserves the right to revise, delete and add to the provisions of this Employee Handbook. All such revisions, deletions or additions must be in writing and must be signed by the President of the Board. No oral statements or representations can change the provisions of this Employee Handbook. I also acknowledge that, except for the policy of at-will employment, terms and conditions of employment with the school may be modified at the sole discretion of the school, with or without cause or notice, at any time. No implied contract concerning any employment-related decision, term of employment or condition of

employment can be established by any other statement, conduct, policy or practice.

I understand that the foregoing agreement concerning my at-will employment status and the school's right to determine and modify the terms and conditions of employment is the sole and entire agreement between me and Discovery School Inc. dba Galileo Charter School concerning the duration of my employment, the circumstances under which my employment may be terminated and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes all prior agreements, understandings and representations concerning my employment with the school.

If I have questions regarding the content or interpretation of this Employee Handbook, I will bring them to the attention of the Chief Academic Officer.

NAME _____

DATE _____

EMPLOYEE
SIGNATURE _____

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This is to acknowledge that I have received a copy of the Discovery School, Inc. dba Galileo Charter School Employee Handbook and understand that it sets forth the terms and conditions of my employment as well as the duties, responsibilities and obligations of employment with the school. I understand and agree that it is my responsibility to read the Employee Handbook and to abide by the rules, policies and standards set forth in the Employee Handbook.

I also acknowledge that my employment with Discovery School Inc. dba Galileo Charter School is not for a specified period of time and can be terminated at any time for any reason, with or without cause or notice, by me or by the school. I acknowledge that no oral or written statements or representations regarding my employment can alter the foregoing. I also acknowledge that no manager or employee has the authority to enter into an employment agreement—express or implied—providing for employment other than at-will.

I also acknowledge that, except for the policy of at-will employment, the school reserves the right to revise, delete and add to the provisions of this Employee Handbook. All such revisions, deletions or additions must be in writing and must be signed by the President of the Board. No oral statements or representations can change the provisions of this Employee Handbook. I also acknowledge that, except for the policy of at-will employment, terms and conditions of employment with the school may be modified at the sole discretion of the school, with or without cause or notice, at any time. No implied contract concerning any employment-related decision, term of employment or condition of

employment can be established by any other statement, conduct, policy or practice.

I understand that the foregoing agreement concerning my at-will employment status and the school's right to determine and modify the terms and conditions of employment is the sole and entire agreement between me and Discovery School Inc. dba Galileo Charter School concerning the duration of my employment, the circumstances under which my employment may be terminated and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes all prior agreements, understandings and representations concerning my employment with the school.

If I have questions regarding the content or interpretation of this Employee Handbook, I will bring them to the attention of the Chief Academic Officer.

NAME _____

DATE _____

EMPLOYEE
SIGNATURE _____

Receipt of Changes or Additions to Employee Handbook

I received a revised copy of the updated policies for my Employee Handbook. I understand that I am responsible for reading the updated and/or new policies, replacing them in my Employee Handbook with this revised version, and complying with the revised policies. The policies which have been updated and/or added to the Employee Handbook new policies include:

- Equal Employment Opportunity
- Americans with Disabilities Act
- Life Threatening Illnesses
- Non-Harassment
- Sexual Harassment
- Certification, Licensing and Other Requirements
- Recording Your Time
- Paycheck Deductions
- Garnishment/Child Support
- Paid Time Off (PTO)
- Volunteer Firefighter Leave
- Leave of Absence
- Attendance and Punctuality
- Background Checks
- Employment of Relatives
- Travel/Expense Reimbursement
- Lactation Breaks
- Personal Telephone Calls
- Electronic Mail and Voice Mail Monitoring
- Internet Usage and Monitoring
- Protecting School Information
- Social Media
- Fraternization Policy
- Conflict Of Interest/Code Of Ethics
- Contact with the Media
- Substance Abuse
- Galileo Charter School's Drug Testing Policy

These Employee Handbook policies supersede and replace the former Employee Handbook policies contained in the Employee Handbook.

I understand that neither the updated or new policies in this Employee Handbook nor any other written or verbal communication by a management representative is intended to in any way create a contract of employment for any specified period of time, and that these policies are for informational purposes only. I also understand that the updated and/or new policies do not affect my employment-at-will status, which permits the company or me to terminate the employment relationship at any time, for any reason with or without notice.

If I have questions regarding these policies, or the content or interpretation of any policy in the Employee Handbook, I will bring them to the attention of the Chief Academic Officer or a member of management.

NAME_____

DATE_____

EMPLOYEE
SIGNATURE_____

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NAME_____

DATE_____

EMPLOYEE
SIGNATURE_____

Staff Guidebook

Galileo Charter School

2011-2012 School Year

Together We TEACH, INSPIRE, AND LEARN



**A Progressive and Innovative Step
Towards Excellence in Education**

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History

The foundation of the school.

The purpose of Galileo Charter School is to provide an educational setting in which the systemic, generational challenges of illiteracy in Wayne County are effectively addressed. Our community continues to struggle despite efforts from our local educational institutions. Consequently, Citizens for School Choice has taken action to create a new opportunity; an opportunity for students-at-risk to succeed.

The community's need for a quality, public educational option is clearly seen in the results of a study conducted by the National Center for Higher Education Management Systems (NCHEMS) in 2002. According to the NCHEMS report, Wayne County is in crisis in the areas of literacy and workforce preparedness. Not only do Wayne County residents rank below the state average for those with high school educations, they are also behind the state average for those continuing their schooling into post-secondary institutions.

Evidence of this educational crisis is seen in the performance statistics for students attending Richmond High School. Large numbers of students drop out of RHS before graduating. In 2002-2003, RHS had a graduation rate of 79% compared to the average rate of 91% for Indiana. Furthermore, a significantly lower percentage of students at RHS passed the state Graduation Qualifying Exam (GQE) standards for Math in 2002-2003 than the state average: 57% passing rate for RHS compared to 68% passing rate for Indiana. The passage rate for Language Arts was also lower than the state average: 59% passing rate for RHS compared to 69% for the state. The passage rate for both parts of the GQE was 47% for RHS compared to 60% for the state.

Of even greater concern is the fact that almost half of Wayne County residents are functioning at the two lowest levels of literacy. Almost half of our population either cannot read or can only read with a great deal of difficulty. The literacy level of Richmond's population was even lower. The NCHEMS report concludes that:

This level of adult literacy has a major impact on virtually every dimension of Wayne County's economy and quality of life. Low literacy levels negatively affect early childhood education, the ability of parents to support their children in school, the levels of crime, the health and well-being of the population, and the levels of knowledge and skill of the region's workforce. (NCHEMS, 16)

Just as one size does not fit all, neither does one type of educational approach work for all families. Galileo Charter School envisions a learning community composed of parents/caregivers, children, and teachers working together for the best educational outcome. Through multi-age classrooms and individualized learning plans, children will be supported in becoming self-directed learners. Literacy, character development, and self-esteem will be highlighted and integrated throughout the curriculum. A service learning focus will help students internalize good character and healthy self-esteem by contributing to their school and community. Galileo Charter School is committed to providing a quality program that ensures academic and personal growth in children.

The Name

The origin of the school's identity.

Galileo Galilei was an Italian physicist, mathematician, astronomer and philosopher who played a major role in the Scientific Revolution. His achievements include improvements to the telescope and consequent astronomical observations, and support for Copernicanism. Galileo has been called the "father of modern observational astronomy," the "father of modern physics," the "father of science," and "the Father of Modern Science." Stephen Hawking says, "Galileo, perhaps more than any other single person, was responsible for the birth of modern science."

Mission Statement

The purpose of the school.

The mission of *The Galileo Charter School* is based on the cornerstones of literacy, character development and self-esteem; the mission of Galileo Charter School is to educate children in a community of mutual respect, to inspire a life-long love of learning and to develop contributing members of our global community.

To accomplish our mission, our goals are to:

- *Teach toward mastery of the basic skills.*
- *Encourage the love of reading and writing.*
- *Promote critical thinking and problem solving.*
- *Improve social skills (i.e. self-control, self-esteem, self-respect, self-motivation, conflict resolution, cultural diversity awareness and acceptance).*
- *Introduce fundamental computer skills.*
- *Increase opportunities for family involvement.*

Objectives

How we will fulfill our mission.

Throughout our curricular program as well as through extracurricular activities and examples set by faculty and staff, Galileo Charter School strives to do the following:

- Reading success is the foundation for academic success—*all* students must be able to read to learn.
- Setting aggressive benchmarks for reading growth combined with continual monitoring of student progress prevents reading failure.
- With the current state of reading research and knowledge, there is no excuse for reading failure.
- A multi-sensory approach to learning allows all students to use their strengths to learn and to improve on their weaknesses so that they become strengths.
- Frequent assessment of student progress allows staff and students to focus on areas of concerns before they become problems.
- Character development not only maximizes academic success, it also results in well-rounded citizens who are ready to contribute positively to a full life in the 21st century.
- Healthy self-esteem is as critical to a student's academic success as intellect and excellent instruction.
- Portfolio benchmarks provide more meaningful information regarding student growth and progress than traditional grades. Benchmarks can be easily tied to state standards and curriculum objectives and can provide a concrete measure of growth and mastery.
- Multi-age classrooms will foster growth in the areas of academics, character development, and self-esteem by:
 - o recognizing that all students are unique and bring to school their own learning styles and needs, in addition to their individual strengths and weaknesses.
 - o allowing children and staff to develop deep, meaningful relationships over a two-year period of time.
 - o capitalizing on the student/teacher relationship over time to facilitate staff recognition of each child's needs, and to approach those needs with proven teaching techniques.

- A focus on Hispanic culture will facilitate cross-cultural understanding and will ultimately lead to a decrease in cultural discrimination.
- As students work together with one another and with our caring staff, they will become strong team players, leaders, and problem solvers, ready to tackle the challenges of the 21st century.

Our Motto

Our mission in succinct form.

Galileo Charter School is a college prep school of choice focusing on literacy, character development, and self-esteem.

Chant

How we express who we are to one another and the community.

Galileo! Charter School!

Galileo! Charter School!

The call to students from any Galileo authority to signal attention is initiated with the chant, "Galileo!" The students will respond with the call, "Charter School!" One final call from the authority, "Galileo!" will cause a response from the students, "Charter School!" followed by immediate attention for instructions.

Vision Statement

A picture of the school's future.

Galileo Charter School will be a place where teachers, children, and families acknowledge each child's uniqueness and work together in community to educate and nurture each child.

Expectations of Faculty and Staff

1. Look ahead, not back.
2. Set high expectations and goals.
3. Be creative.
4. Be positive.
5. Be firm, fair, consistent, and loving with your students. Care about each one, and make sure they know you care.
6. Respect your colleagues.
7. Effectively communicate with families.
8. Confer discreetly with students when disciplining.
9. Talk with administrator about a problem/challenge before it gets to be a big one.
10. Be professional in your actions and your appearance.
11. Do not spend time in idle gossip and at all times remember confidentiality.
12. Miss as few days as possible.
13. Be on time.
14. Be familiar with the faculty and student handbooks.
15. Read memos and check your e-mail daily.
16. Be a superior teacher compared to the one you were the year before.

Philosophy of Education

The commitment of the school.

Intellectually, Galileo Charter School is committed to providing a rigorous and comprehensive academic program and co-curricular activities, which foster in the student a love of learning, acknowledging individual learning styles and gifts. Our curriculum offers a rich and varied academic diet, which emphasizes the basic thinking and character skills necessary to launch young men and women on a lifetime journey of growth and learning. Our desire is for all children, regardless of academic, economic, racial or cultural background, to be grounded in the good things, the beautiful things, and the true things.

Emotionally, Galileo Charter School is committed to developing within each student an appropriate self-confidence.

Socially, Galileo Charter School is committed to creating an academically, economically, racially, and culturally diverse student and faculty population within the school, producing a richer and broader experience and community. Within this community, the students are encouraged to care for, serve, and love one another. They are challenged to learn and grow from the diversity of individuals and families to this particular community. This inner community will thus impact the larger community of the city of people as it pursues caring relationships and racial reconciliation.

Physically, Galileo Charter School is committed to providing a safe environment where learning can take place. We recognize that the physical needs of each student must be met in order to enable the whole person to function to the best of his or her ability. We support families in meeting these needs by encouraging healthy lifestyles through appropriate nutrition, exercise, and rest.

Galileo Charter School deeply affirms the family as an integral part of the education process and therefore expects the active participation of families in the life of the school. We see our role as partners with families, helping to instill a love of learning and a desire to continue in becoming productive family members and citizens.

Galileo Charter School strives to create a nurturing and challenging environment that heightens curiosity and enhances creativity, producing a love of learning and academic success. This environment encourages each student to develop character resulting in a lifestyle of service to his or her family, community, nation, and world. It is our intention that **Galileo Charter School** students will grow to be men and women of faith, integrity, and character, who live purposefully and intelligently in the service of and humanity.

Educational Approach

The method of the teaching process.

Galileo Charter School offers a unique approach to education that combines the best teachings available in education from yesterday and today, including approaches developed in home schooling, classical school, core knowledge, and holistic engagement.

The Individual Learning Plan

Our approach centers on the individual student, not a curriculum or specific method of learning. Galileo Charter School begins the educational process by assessing the student's individual strengths and weaknesses academically, socially, and spiritually. Then, the teachers, parents, and student develop an individual learning plan. All parties sign this covenantal agreement and the educational process begins.

The Integrated Curriculum

An integrated curriculum, where facts are taught in context, is essential for critical thinking and long-term memory retention. When knowledge is taught anecdotally, it is like a skeleton without connective tissue. Facts become disordered and interrelations are lost, resulting in a passive student "blowing with every wind of doctrine." An integrated curriculum tacitly recognizes that all knowledge is coherently related. Our curriculum emphasizes humanities, mathematics, and science. Humanities, a broad discipline, includes reading, writing, languages, literature, history, geography, poetry, music and art, but subjects are taught as an integrated whole. In the real world, science and mathematics are intertwined, so it logically follows that they should be integrated in the classroom where students are preparing to function in that world. Galileo Charter School teachers use an advanced, integrated mathematics and science approach: science encompasses the arts of questioning, hypothesizing, investigating, discovering, and communicating, while mathematics provides clarity, order, and understanding.

Memorization and Recitation

Exercising the memory makes our minds more agile, so Galileo Charter School uses memorization techniques including writing, oral repetition, gesturing and playacting, singing, and acronyms. Memorization will help children process language more efficiently and give them an ear for the "poetry" in many academic disciplines. Through recitation students put memorization into practice and to learn to be confident speakers.

Narration

A child will listen better and remember longer when "telling back" is a part of the reading process. Before a story is read, children are invited to pay close attention. They are responsible for narrating events in their own words after the reading. As children grow older (around 4th grade), written narratives can supplement oral narration.

Imitation in Writing, Drawing, and Painting

If great works are worth studying at all, they are worth studying carefully. Imitation enhances a child's observational powers and gives a foundation for individual expression. Written imitation includes studying a passage of great literature and attempting a verbatim recapture. On a more sophisticated level, the writer can put the passage into his or her own words or imitate the style of the passage. The same method applies to drawing and painting. To copy a masterpiece is to better understand it. Example: Children can study fine-art postcards for several minutes, turn them over, and attempt to draw the portraits or landscapes from memory. Embellishments can be added later.

Socratic Method or Dialogue

Socratic dialogue is a question-and-answer “flow” between the teacher and students. The idea here is to get students to rely on their internal resources for answers—to take inventory of what they know—before providing them with new or “deeper” knowledge. Playing the “devil’s advocate” with students can help them to defend, and better understand, what they believe and develop the discourse of why they believe it.

Journaling

A journal provides a non-judgmental medium for self-expression and the opportunity to practice writing ideas. According to some studies, daily journaling improves a child's language processing, especially when used as a written “conversation” between teacher and student. Teachers may grade effort, but do not grade grammar and spelling.

Foreign Language

Galileo Charter School offers Spanish to all students from kindergarten through sixth grade. The foreign language program seeks to expose the children to another language in the early elementary years. Galileo Charter School offers affix study in the later elementary years because understanding word roots and affixes helps children develop a strong vocabulary in English words and teaches a basic method of learning. Affix study follows the grammatical rule in sentence construction and it is very precise and mathematical in form.

Physical Education

The physical education program at Galileo Charter School is designed to heighten the child's awareness of and desire for physical fitness. Students will engage in activities such as basketball, soccer, volleyball, gymnastics, and kickball. These activities will:

- encourage development of good sportsmanship
- help the student learn to function in a group activity
- put winning and losing in perspective
- improve physical fitness
- develop character in a practical environment

Diverse Learning Environment

All children learn in unique ways. Thus, we celebrate and embrace each child's unique gifts and personality, believing that this is part of the intelligent and purposeful design endowed to all humanity. For this reason, Galileo Charter School presents "no barriers" to quality and opens its doors to students with diverse learning methods. Students with diverse learning styles and academic abilities are welcome at Galileo Charter School.

Statement of Empowerment

The doctrinal confession of the school.

“Our deepest fear is not that we are inadequate.

Our deepest fear is that we are powerful beyond measure.

It is our light, not our darkness that most frightens us.

We ask ourselves, ‘Who am I to be brilliant, gorgeous, talented, fabulous?’

Actually, who are you *not* to be?

You are a child ‘worth of glory.’

Your playing small does not serve the world.

There is nothing enlightened about shrinking so that other people won't feel insecure around you.

We are all meant to shine, as children do.

We were born to make manifest the glory that is within us. It's not just in some of us; it's in everyone.

And as we let our own light shine, we unconsciously give other people permission to do the same.

As we are liberated from our own fear, our presence automatically liberates others.”

[Source: Marianne Williamson (1992),

A Return to Love: Reflections on the Principles of A Course in Miracles]

Organizational Structure

The authority levels of the school.

Galileo Charter School Staff 2011-2012

Galileo Charter School is comprised of two small schools within a school: Lower Primary, K-2, and Middle Primary, 3-6. We strive for continuity across all grades; each school has a unique identity and culture with its own Lead Teacher and instructional teams. Special area teachers and support staff work with students across all grade levels.

Because each core class is taught by a highly qualified teacher and Reading Specialist, we are able to ensure that each student receives an educational program tailored to his / her needs. In addition, we employ a talented team of specialists to support the student learning process.

Administration and Office Staff

Chief Academic Officer: Kevin Handley Sr.

Business Manager: Paul Runyon

Lead Teacher of Academics: Angelia Upchurch

Lead Teacher of Social Development: Corey Shaffer

Lead Teacher of Operations: Jan Tyler

Administrative Assistant: Kathy Phillips

ELL/Outreach Coordinator: Katie Strohm

Nurse: Diana Keiser RN

Teaching Faculty and Staff

Instructional Assistants:	Scarlette Briones (ELL); Mark Chambers; Teresa Jett; Phil Tevis; Phillip Wright
Kindergarten:	Cindy Munchel; Elizabeth Lahrman
Grade 1:	Ryan Meredith; Taylor Hall
Grade 2:	Rachel Klein; Shanon Lichlyter
Grade 3:	Casandra Kohn; Aimee Denton
Grade 4:	Sara Williams; Angelia Upchurch
Grade 5:	Ceara Booher; Rebekah Graham
Grade 6:	Jason Bullock
Grades 7 & 8:	Tiauna Washington
Physical Education:	Mindy DeVito
Spanish:	Katie Strohm
Special Education Teachers:	Aimee Denton; Casandra Kohn; Sara Williams
Discipline Coordinators:	Mike Current; Chango Noaks
Cafeteria Staff:	Roma Bridgeforth; John Brown; Gina Shipp
Custodial Crew:	Jake Mabry; Shonda Vaughn
Transportation:	Student Transit LLC

**“People will forget
what you said;
people will forget
what you did; but
people will never
forget how you
made them feel.”**

- Maya Angelou -

Galileo Charter School: Where to Go 2011-2012

<u>Policies/Contract Language</u>	<u>Source of Information</u>
Sick Leave	<i>Handbook</i>
Salary	Appointment Letter
Liability	<i>Handbook</i>
Insurance/Benefits	Paul Runyon
Leave	Appointment Letter
School Calendar	<i>Guidebook</i>
Phone Numbers	Main Office
Blood Borne Pathogens	Nurse Diana Keiser
Smoking Policy	<i>Guidebook</i>
Sexual Harassment	<i>Handbook</i>
<u>Building Policies/Procedures</u>	
Dress Code	<i>Guidebook</i>
Arriving Late/Leaving Early	<i>Guidebook</i>
Personal Visitors to Class	<i>Guidebook</i>
Attending Staff Meetings/Inservices	<i>Guidebook</i>
Committees	<i>Guidebook</i>
Discipline	<i>Guidebook</i>
Playground/Lunch Room	<i>Guidebook</i>
Emergency Procedures	<i>Guidebook</i>
Sign out sheet	<i>Guidebook</i>
Report Cards - electronic	<i>Guidebook</i>
Substitute	<i>Guidebook</i>
Ordering Supplies	<i>Guidebook</i>
Communicating with Parents	<i>Guidebook</i>

Where can I find or who can help me locate these items?

Office Supplies	Office
Classroom Supplies	Office
Forms	Office
Lost & Found	Office
Mail Boxes	Office
First Aid Supplies	Nurse Diana Keiser
Parent Contact Info	Office

What do I do if the following happens?

Room Maintenance	Maintenance Request
Student becomes sick	Office/Nurse Diana Keiser
Something is stolen	Office/Teacher
Student misses the bus	Office/Teacher
Stranger in building	Office
Student has seizure	Office/Nurse Diana Keiser
Disruptive noise in building	Office
I spend my own money on supplies	C. A. O.
Suspected Child Abuse forms	Office/C. A. O.
Rest room out of toilet paper	Custodial Supplies

What do I do if the following happens? (cont.)

Student needs medication	Office/Nurse
Student is hungry	Office/Cafeteria
Student leaves something on bus	Office/Student Transit
Student needs to call home (only for emergencies)	Classroom
Student does not have lunch	Office/Cafeteria
A child misses the bus or bus loading location	Office/Student Transit

How do I learn to operate the following equipment?

FAX	Office
Computer	Office
Copier	Office
DVD	Office
Camcorder	Office
Digital Camera	Office
Video Projector	Office
Telephone	Office

When and where?

Does my work day begin and end?	Lead Teachers
Do I eat lunch?	Lead Teachers
Can I have a break?	Lead Teachers
Are we paid?	Lead Teachers

Other items

Special Education Compliance	Lead Teachers
State and Standardized Testing	Lead Teachers
Curriculum Guide	Lead Teachers
Assemblies	Lead Teachers
E-mail	Lead Teachers
Changes to the schedule	Lead Teachers
Schedule	Lead Teachers
Voice Mail	Lead Teachers
Display cases	Lead Teachers

Galileo's Golden Rules

1. Always go the extra mile: never, ever walk by someone in need.
2. Teamwork makes the dream work.....running our school is a team sport!
3. You are always “on stage” in the class room/school events/community, and people are always watching.
4. Our key to long term success is to make every student a returning student no matter what.
5. Be proud to be a part of team Galileo. We will always take care of you.

Facilities

The lease agreements of the school.

Galileo Charter School leases the ground at Townsend Community Center and the FIND Center for use primarily during the week. As a tenant of Townsend and FIND Centers, Galileo Charter School agrees to abide by the guidelines of the landlord, which includes maintenance of the facility, immediate reporting of repairs, respect for property, forethought in planning and scheduling facility use after school hours, and accommodations for multiple entity facility use.

Faculty Expectations

Philosophical Agreement

Each employee of Galileo Charter School accepts the mission, vision, and educational philosophy of this school without verbal or mental reservation and is committed to upholding them. This includes an understanding and appreciation of the school's unique educational emphasis based upon an application of the principles of the educational approach and a commitment to implementing this model in practical ways.

Professional Guidelines

The role of teachers at Galileo Charter School is to teach, inspire, train, and coach students. Our caring, outstanding teachers define the character of Galileo Charter School and are essential to Galileo Charter School's mission of providing the best education. Teachers and Staff should remember that wherever you go there will be parents and students, or potential parents and students, who will see and perceive you as teachers of Galileo Charter School. Teachers should realize that their conduct both on and off campus will determine whether Galileo Charter School will be criticized or esteemed. Teachers are expected to exercise discernment in the activities and entertainment in which they choose to engage.

The reputation of its faculty is of utmost concern to the Administration and Board of Galileo Charter School. Actions that may cause harm to Galileo Charter School's reputation are considered to be serious offenses.

The order and tranquility of Galileo Charter School family depends on the faculty's active support and implementation of the mission, philosophy, and leadership of Galileo Charter School. Comments about these policies or the methods of implementation should always be addressed to the appropriate administrator. Concerns about the personality or practices of a colleague on the faculty or part of the administrative team should always be presented in person, and privately, to that colleague. Should assistance be needed or problems occur refer questions to your Lead Teacher. Should a further need exist, refer your questions to the C.A.O. (or his designee).

Galileo Charter School's leadership depends upon staff members to have timely and cooperative responses to administrative initiatives for a positive school atmosphere. Conscientious performance by staff members will be rewarded with competitive compensation and the strong support of the Administration.

Upon the acceptance of employment, Galileo Charter School teachers choose to be an integral part of Galileo Charter School family, supporting and sharing the statement of mission, the vision, the philosophy, and goals of Galileo Charter School. All teachers are required to read or reread Galileo Charter School faculty handbook once a year, at the beginning of the year, by the second week of school. Upon completion of the reading of the handbook, Galileo Charter School requires written certification that the faculty member has read the handbook in its entirety and understands it.

Dress Code

All faculty members will serve as models of professionals to the students. Therefore, the appearance and dress of staff members is to be given serious attention. Standards for appearance are a means of building character and distinction in the lives of our teachers. The code is intended to serve as a tool in fostering the academic and character development of the students as they participate in the business of education.

1. Teachers should be neat and pleasant in appearance, reflecting professionalism. Female teachers should wear blouses, skirts, casual pants, dresses, and suits that reflect professional business dress. Male teachers, likewise, should wear business attire, including shirt and tie with pants every day, except on designated days. All school staff must wear closed-toe shoes (no sandals).
2. Teachers should not wear jeans, except on designated casual days and/or with special permission on certain field trips.
3. Extreme fads or fashions shall be considered inappropriate.
4. Excessive hair coloring, jewelry, make-up, and/or piercing is considered inappropriate.
5. If there is any question in your mind as to whether or not something is appropriate, it is best not to wear it to school.

All faculty members should wear professional attire for parent conferences and special events (including open houses, Back-To-School Night, etc.). The purpose of this is to reflect an atmosphere of professionalism, setting the tone for the meeting or event.

Uniformity: A great way for faculty members to show camaraderie and unity with Galileo Charter School students is the wearing of the official Galileo Charter School sweaters, t-shirts, polo shirts or sweatshirts, with logos on field trips.

Confidentiality

All staff will maintain a professional relationship with family members. Teachers should avoid developing relationships with families that require them to treat a student differently because of the relationship. Teachers should hear caregiver concerns and complaints in a professional manner demonstrating proper understanding and concern, even if the matter is brought in a direct fashion. Unless a teacher has the guardians' or caregivers' written permission, he or she may not share information from a student's cumulative folder or other private information with anyone outside of Galileo Charter School professional community.

Faculty Attendance

Daily Meetings

Daily meetings are an integral part of Galileo Charter School family life.

Daily Attendance

Your presence at your duty station should be an important personal priority because the effectiveness of our academic program is dependent on your attendance and management. Therefore, you are encouraged make every effort to model perfect attendance before our students.

However, if you are convinced that you cannot be effective in fulfilling your role on a particular day due to physical or emotional problems, then **you are to notify your supervisor/Lead Teacher by phone two hours prior to the start of the school day.** The earlier you call, the easier it is to secure appropriate coverage and/or a substitute teacher. Call your supervisor by school closing time on the day of absence to indicate whether or not you will return the next day.

Full-time salaried faculty members are allotted a predetermined number of days agreed upon within the employee agreement to be used for compensated sick or personal absentee days per year. These are not cumulative or carried over year to year. If an employee with instructional responsibilities must miss any school time, it should initially be cleared with the C.A.O. (or designee). An instructional employee who anticipates being absent is responsible for leaving lesson plans and assignments for the substitute teacher or the person who will be covering their responsibilities. All faculty members (full and part time) should notify the C.A.O. (or designee) in writing of the number of days absent.

Emergency Leave

With the approval of the C.A.O. (or designee), emergency leave is available to faculty to be away from their positions of duty on occasions not covered by personal leave. Emergency leave will be granted with the understanding that the teacher will be deducted for each day's leave.

Family or Personal Trips and/or Extended Absences

The faculty is strongly urged to avoid "trips" (family, personal, or extended absences) during school days. Commitment to this request will usually not create a problem because the faculty enjoys 4 - 5 weeks away from school during the summer. Do not ask or plan to be absent during the first two weeks before school starts, or during the week before or the week after Christmas, or during the last two weeks of school. The following guidelines are for the faculty member who, because of unusual circumstances, wishes to request an exception to this policy:

- All written requests should be made to the C.A.O. (or designee). Please do not submit a request when it is "academic" (e.g. you have already made plans to be away).
- Approved exceptions to the general policy should not be "expected." Careful consideration will be given to each request.

- Established School policy for absences would be applicable for approved absences.
- Approved absences will normally result in a salary deduction based upon the average daily pay for the teacher.

Notification of Sick Leave or Absence

1. All employees should notify their supervisor by phone of their absence two hours prior to the start of the school day. The earlier you call, the easier it is to secure coverage.
2. Call your supervisor by school closing time on the day of absence to inform him/her as to whether or not you will return the next day.

Substitutes

Teachers are responsible for ensuring the smooth running of their classroom and the continuation of student learning.

Substitute Guidance

To assist the substitute in carrying out an instructional day as smoothly as possible, each teacher will maintain, in the office, a substitute folder consisting of the following:

1. General classroom instructions for substitutes.
2. Homeroom instructions including where materials are kept.
3. Current lesson plan.
4. Class schedule and up-to-date seating chart.
5. Complete class roster (attendance book).
6. Lunch/P.E./restroom schedules and instructions for these.
7. A plan for extra work beyond the lesson.
8. Instructions for the end of the day procedures:
 - Close all windows.
 - Turn off lights.
 - Lock door.
 - Return sub folder to office.

Note: It is very important for your students that you keep this folder current. It will ensure that your class runs smoothly while you are away and will also be greatly appreciated by your substitute teacher.

Faculty Responsibilities

Faculty Duties

Every member of the faculty has teaching duties. Also, in order to enhance the multi-faceted atmosphere of The Galileo Charter School family, each faculty member is asked to perform duties in addition to their normal everyday roles. These may include, but are not limited to the following:

- Families' Open House attendance
- Advisor of Curriculum Development
- Admission testing and observation
- Curriculum Committee member
- Morning and Afternoon Facilitator
- Lunchroom and Recess Facilitator
- Spelling Bee Facilitator
- Mentoring Teacher
- Physical Education Teacher
- Substitute Teacher
- After school tutor
- Galileo Outreach coordinator
- Performance / Drama Program Advisor
- Technology and Operations Advisor
- Community Service Project Advisor
- Expressions literary magazine editor and publisher
- The Vision weekly memorandum editor and publisher
- School Historian and Photojournalist
- Awards Ceremony coordinator
- Saturday School

Timely execution of extra duties is critical for a well-managed school.

Faculty Meetings

Various faculty meetings are as specified by the administration. All staff will benefit from attending faculty meetings. Faculty meetings are a time to develop relationships, share ideas, learn new methods, and discuss current educational concerns in the context of community. Therefore, it is imperative that all faculty members attend faculty meetings unless the C.A.O. has permitted otherwise.

The normal frequency for faculty meetings called by the C.A.O. (or designee) is bi-weekly in one body as the agenda dictates. In addition, the Mentoring Teachers will host smaller group meetings as needed or requested to discuss topics of general interest or concern. On weeks that all faculty meetings are scheduled, no Mentoring Teacher meetings will be scheduled.

In addition to the faculty meetings, the C.A.O. (or designee) will meet with the Lead Teachers on a designated day and time prior to the scheduled faculty meeting.

On occasion any or all of the normally scheduled faculty meetings will be postponed, cancelled, or changed for any reason or no reason at all. The C.A.O. (or his designee) or Lead Teacher will make every effort to give prior notification when this occurs.

First Week and Month of School

1. Lice head checks, 1st day of school, to be arranged by Nurse Diana. Nurse Diana will compile a list of names of students to double check or your name and no lice found. Follow procedures for weekly checks.
2. Have students complete a writing sample.
3. Go through and explain the family handbook.
4. First day set expectations for silence and appropriate behavior for hallways and other common areas. Follow through and be consistent.
5. Set expectations for correct restroom behavior and assign monitoring jobs.
6. Go over and model good table manners. Also review how to line up and walk to lunch correctly. Discuss acceptable behavior while at breakfast or lunch.
7. Discuss when students should be in your class in the morning, correct behavior for getting to the room in the morning and bus loading in the PM.
8. Make sure you and your students understand the need to be still and silent during any announcements (TV or intercom), safety drills and wherever they are in the room, hall, cafeteria, office, or media center.
9. Go over bus discipline and safety. Let children model how they should behave as they load and ride the bus. You may want to model it as well.

- 10.** Student Dismissal Times: Each building has a dismissal process; check with the Lead Teacher for Operations regarding the specific schedule. After school students should stay in the classroom until dismissed to assigned areas.
- 11.** During the 1st month of school, reserve a day with Main Office staff to take your class to the cafeteria for a late breakfast for you to reinforce *good manners, how to walk to lunch correctly, and acceptable behavior while at breakfast or lunch.*

A-Z Index of Important Items

Accidents

In the event that a staff person or student is hurt or injured in school, the staff member that witnessed the accident must file an accident report and notify the Main Office immediately. The accident report must be turned into the main office within 24 hours of the accident. There are specific forms that must be used. Please see your office for these forms. A staff member must also contact the parent/guardian.

Accidents (Student or Staff)

If a student is injured in your area, regardless of the severity of the injury, have the student report to the Health (Nurse's) Office to be checked. In cases where a student has fainted or where the injury appears to be serious, call the nurse or for assistance. **Under no circumstances** should a student who is dizzy or bleeding be sent to the health office unaccompanied. An accident report must be completed and submitted to the nurse on any injury to a student, regardless of the seriousness of the injury.

If a staff member suffers any type of injury, regardless of the severity, in the performance of his/her job or while on school grounds, the injury should be reported to the school nurse, Main office or the CAO immediately. The staff members will be expected to complete a form provided by the nurse/office and may be required to see a doctor. Specific directions will be provided upon the report of the injury.

Accident Reports

When a student is injured on school grounds in "your area", your first concern is to immediately administer appropriate first aid to the injured student or seek appropriate help. If you need help, send another person to the office with instructions on what you need. After the student has received the necessary first aid, secure the area and have it properly cleaned if needed. Remember, if bodily fluids are present, be sure that proper safeguards are used. The report forms are in the office. An accident report must be turned into the main office before you leave for the day. If the accident occurred off school property while on a field trip or at a co-curricular event, then you should plan on completing the accident form as soon as you return to school. Should a teacher or other staff member be injured on school property or while on a school-related trip, several different forms may need to be completed. The report forms are in the office.

Incident Reports

In the event of any incident involving a teacher or student in regards to weapons, drugs, threats, harassment, or any other "unusual" event, the teacher should make a written report to the CAO immediately. Incident report forms are available in the main office.

Any incident resulting in physical injury or other harm, whether to a child or staff member, must be reported to the CAO and the Business Manager. An incident report should be completed as soon as possible after the incident and copies submitted to the Business Manager and the nurse in the case of a physical injury.

Critical Incident Response Plans

The critical incident response plan is located in the rear of the staff handbook. Critical incident definitions and proper procedures for Codes Brown, Gray, Blue, Orange, Green, and Red are located in this section and should be studied and reviewed on a regular basis. Please familiarize yourself with these procedures to ensure the safety of everyone.

Accountability

All staff members are expected to clock in and out daily. The school time-recording systems are located in the main office at each building.

Activities

All staff members are encouraged to get involved in student activities in both formal and informal ways. Please see the Main Office or a Lead Teacher if you are interested in advising a club, coaching a sport, or chaperoning various school-wide events.

Admission to Galileo Charter School

Galileo accepts any student living in the State of Indiana that meets the age qualifications for entry into school. A child is eligible for admission to Kindergarten if he/she reaches their fifth birthday on or before September 1st of the current school year. Students' acceptance into our school is based on a few areas, the main being available space in the grade level they are applying for. Students who are put on a waiting list are given a number based on the order the application was received.

After School Detention

It will be the responsibility of the discipline coordinators to assign detention to students. Parents must be notified one day in advance, and a student must have transportation home. It is the discipline coordinator's responsibility to stay with his or her student(s) until they have all been picked up by the appropriate guardian. In the event that a student cannot stay for detention, an alternative disciplinary measure should be applied with the help of a Lead Teacher or the C.A.O.

Agendas

Each student will be given a student Agenda at the beginning of the school year. Teachers are to have students record assignments in the Agenda for their class daily. Teachers can require

students to have Agendas signed nightly or weekly by parents/guardians. Teachers should actively use Agendas within their respective classrooms.

Teachers should check Agendas weekly for parent/ guardian signatures and reward students with completed Agendas. **We expect teachers to actively use and review student Agendas. This is not optional.**

Alarm System

The building has a motion detection system that is activated on weekends. If you need to get into the building on a weekend or have an activity planned for a group you are advising, you must let the C.A.O. know by noon on Friday. Please remember the halls and foyers are armed with these sensors and care must be taken that children do not enter alarmed areas.

Alarms During Activities

If the fire alarm sounds during any school event or game, the facility **must be evacuated** until it is determined that it is safe to return. Staff is expected to assist in facilitating an orderly evacuation.

Assemblies and Convocations

Staff members are expected to attend all school assemblies, unless it is during a preparation period, to help in student supervision. Please sit dispersed among the audience. In an attempt to promote other educational experiences outside of the classroom, Galileo has convocation once a month. Guest speakers are arranged in advance. If you have speakers in mind please talk with the Lead Teacher of Social Development or the C.A.O.

Athletics

As a whole, Galileo Charter School is growing. Therefore, the need for athletics will continue to increase. We are currently expanding our athletics program and will continue to look for coaches and volunteers for athletics as they arise. If you have a special interests please contact the Main office immediately.

Attendance

Most staff members at Galileo Charter School go above and beyond when working with students. Most come to school before the scheduled time and stay long after the scheduled departure time.

However, to review the “contractual” schedule for the **North Location teachers** is:

7:15 a.m. - All staff must be in by this time.

7:25 a.m. – Teachers go to the assembly area to pick up students and ready them for instruction promptly at 7:30 a.m.

3:00 p.m. – Students will begin boarding buses

3:15 p.m. - Contracted time to leave each day

“Contractual” schedule for the **South Location teachers** is:

8:15 a.m. - All staff must be in by this time.

8:25 a.m. – Teachers go to the assembly area to pick up students and ready them for instruction promptly at 8:30 a.m.

4:00 p.m. –Students will begin boarding buses

4:15 p.m. - Contracted time to leave each day

Areas of Emphasis for Student and Building Management

The following will need our consistent attention throughout the school year. Be advised this is not an attempt to impose undue regulations on student conduct. It is, however, an indication that we want our present rules and regulations fairly and consistently enforced. If done correctly, we believe our students will respond in a positive manner to our expectations; in turn, our daily routine will run smoothly. It has been well documented that students do indeed react favorably when they see that reasonable rules are carried out in a friendly and positive manner. Let's do just that!

These points of emphasis will necessitate that staff members:

1. Be at their rooms / duty stations at the appropriate time and take an active part in supervising behavior in the common areas of the building.
2. Take responsibility for checking on any student who is in doubt unless someone else is already engaged with that student.
3. Supervise and assist on proper student use of halls, gymnasium restrooms.
4. Emphasize general building cleanliness and, more specifically, cleanliness in the cafeteria during lunch and the classroom at the end of the day.
5. Treat students with respect and dignity at all times.
6. Do not allow students to roam the hallways. Remember: if we have too many students in the halls, bathrooms, etc., it is because they are out of someone's classroom.
7. Follow the Galileo model of Restitution properly and consistently. Refer all written violations to the Main office.
8. Hold students accountable for inappropriate behavior and language in the hallways.

Attendance/Tardy Reporting Procedure (Student)

Teachers should take attendance in at the beginning of the day and immediately after lunch. At the beginning of each school day, teacher should record attendance in PowerSchool. This should be done by 8:00 a.m. (North) and 9:00 a.m.(South). If students are tardy, they will receive a tardy slip from the office. The office staff will record all tardy codes in PowerSchool.

Students arriving to the classroom without a tardy slip from the office should be sent back to get one.

When taking attendance immediately after lunch, please alert the office staff to any discrepancies you find on your class list.

Care of Classrooms, Books, Equipment

The classroom is the responsibility of the teacher using the room. No custodial staff should be large enough to carry out the many housekeeping chores needed to keep all classrooms as clean, neat and orderly as we want them to be. Help the custodians by keeping the rooms picked up. Students who litter the floors should be encouraged to pick up the debris. Students should never be allowed to deface the furniture and equipment in any way. If you see a student damaging property, please take appropriate action. Books for your class are your responsibility. Take all precautions necessary to insure the proper care of books. Keep an accurate record of all books issued. This should include an identifying number and condition of book when issued. Report any damaged or missing books or equipment to the office.

Care of Classroom

It should be remembered that children respond to attractive surroundings, and an effort should be made by teachers to keep classrooms clean and attractive. Teaching children to be neat and to have proper respect for public property is one of the duties of the teacher. The teacher is expected to ensure that students are not destructive of school property, including books, materials, equipment, and furnishings.

Carpets

It is important to maintain the carpets throughout the school in the best condition possible. Among the safe guards used to preserve carpet life, the following precautions are to be followed:

1. Painting - designate an area for students to use paints. Let the maintenance supervisor know the location of this area so that he can provide you with a large enough plastic covering to protect the carpet from spills and splatters.
2. Tape – If you need to use tape for an activity, put it on the floor and not on the carpet. Tape damages the carpet when removed.
3. Staples and gem clips – When using staples or gem clips, please pick them up off the floor as they damage the vacuums when they are left in the carpet.

Child Abuse (Suspected)

When any school personnel become aware of suspected child abuse or neglect it must be reported to the Child Protection Services within 24 hours. Contact the CAO immediately.

Class Coverage for Staff with Extracurricular Activities

Staff members having extracurricular activities and assigned duties will, on occasion, have to leave the building before their teaching assignments are completed. These teachers should contact the office at least two days in advance with proper arrangements made to have the classes covered.

Class Movement

If your class moves from one area to another, be sure your students do not interrupt the classes that are in session.

Classroom Doors

All classroom doors are to remain unlocked during the school day unless otherwise directed by a Lead Teacher or the C.A.O.

Classroom Management (Guide)

Many of our students come to school with a variety of issues and problems. Please use the following guide with the hope that it will help you develop effective strategies for dealing with these students, so that you can achieve the goal of creating the type of classroom atmosphere that is conducive to optimal learning for all students.

"For these are all our children and we will either benefit them or suffer the consequences for whom they become." –James Baldwin

We all know that effective teaching involves a multiple of strategies. An effective classroom management plan is no different. To be effective, teachers and other staff members need to be constantly in tune with their students and be ready with a solid plan of attack for those who cause a disruption in the educational process. After having said that, the one constant with any plan is preventing problems from occurring in the first place. Energetic, enthusiastic teachers who love their job and their subject have fewer discipline issues. These are the teachers that make meaningful connections with all of their students and have a genuine interest in their students.

Regardless of the issues, teachers and schools can make a difference in the lives and behaviors of their students. Remember that effective discipline comes from the heart and soul of the teacher.

Classroom Sinks

Teachers who have classrooms with sinks should make sure that paint, glue and other substances are rinsed out with plenty of water. This prevents clogging drains and stains in sinks. Proper maintenance of the sinks aids the custodians to maintain their schedule while cleaning rooms.

Classroom Windows

The windows in the classroom doors and the windows in the classrooms need to be clear of any students' work, tape, construction paper, and bulletin board cutouts that inhibits a clear view in or out of a classroom. This is necessary for the safety of our students and staff should any emergency situations arise. This procedure allows each teacher to monitor the presence of any unauthorized visitors on the school grounds and allows others to see if any emergency situation exists in a classroom. This is a recommendation for all schools when planning emergency and lockdown procedures. It is in the best interest of all of us to abide by the procedure to assist each other.

Common Sense for All

In this litigious society, and under today's conditions, please be cautious when meeting with a student or with a small group of students before school, after school or even during the school day. It is always good practice to have a staff member present when meeting with students privately. Employees and volunteers who work with children and youth shall observe the "two-person rule" at ALL times. A situation where one person is alone with a child or youth should be avoided. When in doubt, check with administrative personnel and/or lead teachers.

Confidentiality

We, as a staff, must make every attempt to protect the confidentiality of our students' records. Please do not discuss students in the teachers' lounge, in the halls, or other public / common areas. Conversation between adults and adults and/or between adults and students around issues of teaching, learning, discipline and student learning styles may or may not fall within the parameters of confidentiality. Professionals should use their discretion when discussing these types of issues with others. Furthermore, student records should not be removed from the office without prior administrative consent.

Custodial Support

Our custodians strive to do a great job of keeping the building clean and safe. Requests for maintenance work and/or repairs are to be made on a Maintenance Request form available in the main office. This form is to be given to an administrative assistant. If there is an immediate threat to the health or safety of students or staff, the staff member should immediately call the office and the office will contact the building supervisor.

Daily Procedures: Arrival and Dismissal

Each teacher must take attendance at the beginning of **every** morning and immediately after lunch **daily**. It is to be recorded in *PowerSchool* **no later than** 30 minutes into the class period.

Dance/Concert/Guest Speaker

Any staff member wishing to have a dance, concert, or guest speaker **must** have permission from the Lead Teacher of Social Development or the C.A.O. two weeks prior to the scheduled event.

Data Form Updates

Anytime a staff member has a name, address or phone change, they should report this to the main office to allow for the information to be changed on the employee's record and in the data bases for the school and district.

Deliveries to School

Any item delivered to the Main Office during school hours will be signed in by the school administrative assistant or a member of the office staff, if after normal hours. The item will then be checked in/ catalogued by the bookkeeper and distributed to the appropriate person.

Discipline

It is assumed that each teacher will handle his or her own classroom discipline. However, when the teacher has exhausted all immediate means of solving the problem, or the students have committed a "Bottom Line" offense, the student should be sent to the office. It is important that the teacher watches the child walk down to the office. A discipline referral form will need to be completed and turned in to the Main office. The student should ALWAYS return with two (2) copies of the Restitution form. (Yellow and pink) These forms are available in the office.

REMEMBER, YOU CANNOT MAKE A STUDENT DO ANYTHING THEY DO NOT WANT TO DO! CALL THE OFFICE IF ASSISTANCE IS REQUIRED.

Dress Code (Dress)

A point of emphasis for us this year continues to be the student dress code. Please assist us by modeling professional and appropriate school attire. Please also assist us by monitoring student dress in non-confrontational ways. Report all infractions Dress Code Violation slips.

Duties

Staff members are assigned duties according to contract language to help in the operation of the school. The CAO or designee assigns the duties. Please see your CAO if there is any concern or conflict.

E-mail

We are very dependent on our e-mail system for communication. Be sure to check your e-mail messages throughout the day to retrieve and respond to your messages in a timely manner. Staff members at Galileo Charter School are assigned a user name/password for your personal email system. Please refer any inquiries to the main office via technology request forms. Please be advised that any email sent using a school computer is subject to state and federal laws and can be subpoenaed into court cases involving students and/or the school. Recent news stories have highlighted the pitfalls of emails sent between adult staff and students. **Students are not allowed to use staff computers. Students should never be given your personal email address.**

Emergency

In any school-wide emergency we will follow the procedures outlined in the Galileo Charter School Emergency Action Plan.

Employee Assistance Program

If your present personal or family problems are or could be affecting your job performance, the Employee Assistance Program can help. The program offers a confidential assessment, short-term counseling, and referral service for a broad range of common human problems. The program is strictly confidential and there is no record in the employee's personnel file. There is no cost to the employee/family member for the initial assessment or problem solving interview and the counselor will determine what cost will be covered for additional assistance. Contact the C.A.O. or your Lead Teacher if you need to take advantage of this service.

Encounter of Controversial Material

Staff members may encounter material which is controversial and which computer users, parents, teachers, or administrators may consider inappropriate or offensive. Galileo Charter School has a right and will make every effort to control the content of data accessed through the Internet by the use of firewalls and filtering software and teacher monitoring. On a global network it is impossible to control every piece of data, and an industrious computer user may discover controversial material accidentally.

It is the user's responsibility not to initiate access to controversial material purposely. If such material is accessed accidentally, the student/teacher shall notify an adult teacher/supervisor immediately to ensure such an accident does not happen again.

End of Year Check Out Procedures

At the end of the year each teacher will receive a comprehensive list of "check out" procedures from the CAO or designee. The list of items/duties must be completed and signed by a Lead Teacher **before** leaving for the summer vacation.

Field Trips

Field trips should be educational experiences that cannot be provided for students in the school setting. The organizational responsibilities rest with the individual teacher(s). Field trips should be scheduled and approved through the CAO's office (or designee, such as Main office) as early as possible, but no less than two weeks in advance of the desired date. Forms are available in the office. An alphabetical listing of the students, by grade, going on the field trip should be provided to the main office secretary no later than two days prior to the field trip so that the list can be entered appropriately in the attendance files. Students **must** have a signed parent permit to go on the field trip or they may not go. As with any school-sponsored trips, an informational letter to parents and a release form are required. Student Transit requires a roster when utilizing this transportation option as well.

Fire Alarms/Drills

When any Fire Alarm sounds at Galileo Charter School all students and staff must exit the building via the predetermined "escape" routes. Teachers must bring their class list/rank book with them. Please move students away from the building and keep the courtyard clear. We wait for the official word from the Richmond Fire Department before re-entering the school. Please check your classroom Fire Alarm sign for accuracy.

All classrooms should have the emergency route posted for that area of the building. If this is not in your classroom please notify the Main office right away. It is a law that it **MUST** be posted. Also, be sure to include this in your discussion the first day of class. It is very important that students and staff know where to go in case of a fire. Drills will occur throughout the year.

Films and Videos

Films/videos can be effective teaching devices. Media which are used must be previewed by the instructor, properly introduced, fit the current subject and be followed up by an appropriate classroom activity and approved by the Lead Teachers. Indiscriminate use of visual media is not encouraged. Do not send your students to a film or video shown by another teacher unless you both have coordinated this activity.

Food and Drinks in the Classroom

Students and staff need nourishment throughout the school day. Bringing food from the cafeteria is prohibited unless otherwise instructed by a teacher or an administrator.

Food and drinks are not allowed in the classrooms except by permission because of special circumstances. Clear water in a bottle is the exception. (Actually hydration is an important component to learning.) If there is a special occasion in which food may be consumed it is the responsibility of the classroom teacher and the students to clean the room afterward. Please do not leave that job for the custodians.

Forms

Most forms needed throughout the year are located in the File Cabinet in the main office. A directory is located above the cabinets to assist in locating the form. There are also copies of most forms in the back of this manual. Please copy only those forms that are not carbon.

Fund Raiser Funds

Every teacher, from time to time, will have in his/her possession funds belonging to the children or school. Teachers should not leave such money in a desk drawer or in any place where theft or loss may occur. These funds are the teacher's responsibility. It is important that receipts be given for money collected for the teacher's protection as well as for good business practice.

There is a state law requiring schools to keep detailed records of all monies collected and spent in the schools. Teachers are required to deliver to all funds collected by them by the designated time, and a receipt will be given. All payment of bills will be made through the main office.

General Correspondence

All general correspondence for distribution to students and parents is to be approved by the principal. Please provide a copy of drafts before duplicating and distributing. Such information as school rules and form letters to parents must be cleared with the C.A.O. A 24-hour notice and review time are required.

Gifts to School Personnel

The highest ethics should be followed by all personnel in regard to the giving and receiving of gifts and gratuities. No employee shall directly or indirectly solicit any gift or accept or receive an gifts, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances and of such value that it could reasonably be inferred that the gift was intended to influence him or her in the performance of official duties.

Greeters

Whenever a guest enters a classroom, a student greeter should welcome him/her by introducing him/herself and explaining what learning is taking place at that time. This gives the children an excellent opportunity to rehearse their social interaction skills and articulate the learning goals of the class. For a complete description of the Greeter Program, please see the handouts located by the Visitors' Sign- in Book in the main office.

Hall Supervision

Hall supervision is the responsibility of the entire staff. Each time the student body is in the hall in the morning visitation period, between periods, or at the end of the school day, it is imperative that all staff members assist in hall supervision. Each staff member should be at his or door or at a lavatory if one is nearby. Students should be allowed to converse freely with friends, but certain rules should be enforced:

1. Stay to the right when walking in the halls.
2. No loud talking or yelling.
3. No running.
4. No pushing or shoving.
5. No destruction of school property.
6. Any other discipline rules that apply to the movement of student traffic in the halls.

In addition, when the warning bell rings in the morning, all staff members should be sure that any students in their immediate area move to their first class quickly and quietly.

Mentoring Block

A student's mentoring block/homeroom is a time when we say the Pledge of Allegiance and make all pertinent announcements. This is also a time for Heartwood Ethics instruction.

ID Policy

It is the policy at Galileo Charter School that all students and staff have on their possession their ID cards at all times during the school day. Students are often excused from wearing them during the school day

Important Note

While every attempt has been made to cover the normal daily activities of the school, it is possible that situations may arise that are not covered under the terms of this Guide. Galileo Charter School administrators reserve the right to initiate and to enforce additional policies or to make policy changes during the school year.

Individual Student Projects (Out of School, During School Hours)

The school supports the philosophy of expanding the educational program to include outside experiences. This is based on a measurable benefit to the student. The burdens this type of program place on the initiating teacher is:

1. Insuring the coordination of the regular class program and outside work
2. The office and all other involved teachers are informed in writing as to the times of involvement and expected return to the school.
3. Parental permission secured beforehand and maintained by initiating teacher.

Investigations and Searches

The CAO of Galileo Charter School, or an authorized representative, possesses the authority to conduct reasonable questioning of students in order to properly investigate student misconduct.

Keeping Our School Clean

Each teacher is responsible for the condition of his/her classroom and for enforcing the guidelines that are outlined in the GCS Code of Behavior and Respect. Please submit an online form (on the Support Desk) for needs around cleaning, repair work or set up.

Keys

Keys are issued to teachers on the basis of need. Keys must be kept on your person at all times. **Do not give keys to students under any circumstance.** Report any loss of keys to the Lead Teacher immediately. Exterior door keys will be issued only to those who have need for access outside of the times the building is normally open. Arrangements for access to the building on weekends should be made with the C.A.O. to ensure that the alarm system is not set off.

Leadership Team

The Leadership Team, comprised of Administrators and Lead Teachers for regular education and special education, meet bi-weekly to create and monitor the School Accountability and Student Achievement Plans and to receive information to share with their teams so they can gather input and serve as the voice of their team during the decision- making processes. In addition, meetings are regularly scheduled to discuss agenda items noted below.

Leadership Responsibilities

Lead Teacher and coaches are held accountable for performing the following duties, as well as other responsibilities as assigned (THESE ARE GENERAL TASKS):

Lead Teacher	Coach/Mentor
• Serve as a liaison between school members and the administrative team and ensure that all voices are respectfully listened to and all ideas are thoughtfully considered • Educate all school members about all policies and procedures outlined in the staff guidebook and family handbook • Serve as discipline support for coaches • Monitor implementation of the code of conduct and character education curriculum • Develop and implement school wide academic and core value challenges and celebrations • Coordinate school-wide intensive planning • Coordinate standardized assessments • Coordinate and oversee at least one family event • Monitor development and implementation of student success plans • Ensure that all school members engage in peer	• Mentor and support new staff and colleagues. • Provide guidance with data analysis and lesson planning • Monitor the implementation our curriculum model • Regularly review parent contact logs to ensure proactive, well- rounded communication patterns are developing between teachers and families • Communicate professional development needs to the administrative team • Coordinate lunch, recess, arrival and dismissal processes with other grade levels to ensure safety • Ensure that all grade level assignments and newsletters are posted on the school website • Monitor compliance with all policies and procedures outlined in the school handbook. • Coordinate grade level fieldtrips • Coordinate grade level curriculum and supply inventories and ordering

observation activities • Problem-solve conflicts within the school • Ensure that all classes participate in at least one field trip per year • Participate in all leadership meetings and retreats • Regularly review grade level lesson plans and offer feedback to team members • Provide discipline support to the grade level team and collect all documentation for students missing class time and offer feedback to teachers regarding effective strategies for minimizing disruptions to learning • Monitor student achievement and make suggestions for professional development or instructional adjustments to serve students better	

Leaving the Building

As a safety precaution and professional courtesy, staff members must notify the front office any time he/she needs to leave the building during the work day. Please notify the front office upon your return to the building as well. This will resolve any questions that arise in the case of a fire drill or emergency situation. Teachers wishing to leave the school grounds during their scheduled instructional and/or meeting times **must** secure permission from the C.A.O. or Lead Teacher before doing so.

Lesson Plans

Thoughtful lesson planning is at the core of good instruction. Lesson plans should be available for review at any time and should indicate evidence of long and short term planning so that teachers can be sure to allocate time effectively throughout the year in order to meet all goals. It is critical that special education teachers are present during unit planning times so that ideas and considerations can be shared at the inception of a unit of study, rather than piecemeal afterward. Teaching assistants should regularly be included in the lesson planning sessions in order to share information about necessary accommodations and to be fully engaged in the instructional process.

Lessons should be **differentiated** in terms of **content, process** and **product**. The three-tiered curriculum model is designed to support the differentiation process. Decisions for individual student programming should be based on results of classroom assessments, CBM and ongoing progress monitoring. In the case of two adults working in a classroom, roles for each must be clearly defined in the plans. In summary, when planning instruction, ask yourself these key questions:

What do I want my students to learn? How will they learn it? How will I know if they have learned it?

Locking Valuables

Please do not leave cell phones, purses, money, cameras, etc. unattended in your room. Please speak to the Lead Teacher of Operations directly if you have not been provided with a desk, cabinet, or closet that can be locked.

Lost and Found

The lost and found is located near the girls' bathroom (North) and the teacher work room (South). Students who lose items are encouraged to check the lost and found and, if not successful, report the loss to the school office immediately. At the end of each month, articles remaining in the lost and found will be donated to a charitable organization.

Please send any lost and found item to the office. After several days items not claimed here will be donated to a charity. Please do not let lost/missing clothing items build up in your classrooms. This will lead to insect (notably lice) infestations.

Lunch

Lunch is available each day in the cafeteria. Please see the main office for a breakdown of cost.

Mailboxes

All staff members have a mailbox in the front office (North) and the teacher work room (South). It should be checked daily for mail and handouts.

Mailings and Memos

Please assist us by pointing out any misspellings, typographical errors, or misstatements in our communication with students, staff, or parents. Please review carefully anything you will be sending home for similar potential errors.

Main Office

Please assist us in our coordinated approach to redesigning the flow of the main office. The secretary workstations should not be viewed as community workstations. Custodial staff, guidance staff, the CAO, teachers, and students should refrain from using the phones and computers at these desks. Of course, this does not hold true in any emergency.

Maintaining Professional Boundaries

Staff is expected to maintain a professional relationship with students. Personal disclosures, emotional dependence, unsupervised one on one time in school, gifts, and physical displays of affection are not the hallmarks of a professional. As an adult in the building, it is unethical to use your position to develop relationships with students for personal disclosures, intimacy, and emotional commitment. It is the ethical responsibility of all to be aware of boundary crossings and to report known incidents to administrators.

Medications

Student medications are administered through the office only. Parents must check any student medications in at the office. Exceptions may be made with permission from the office only. Do not give any student medication!

Media Requests

All requests to speak to the media regarding students, staff, or school district policy should be referred to the CAO. In many cases the referral will bounce back to the responsible staff member.

Medical Disclosure

If you feel it is important for us to know of a medical condition please speak to the CAO. Conditions may include vision/hearing, difficulties with food/medicine allergies, asthma, or any ambulatory condition.

News Releases

We encourage staff members to publicize the activities of their students. Please notify the C.A.O. of special events in your classroom so that you and your students can receive recognition. A permission slip for inclusion in press releases is sent home with all students at the beginning of the year. Teachers will be notified if any parents of students in your class have refused to allow permission. **The CAO must first approve all articles being sent to the newspaper for publication and must authorize any verbal communication with the press prior to its occurrence.**

New Teacher Induction Plan

New teachers participate in a learning experience during a summer teaching academy focused on the following areas:

- School Mission, Policies, Procedures (*Handbook*)
- Curriculums (Math, Science, Social Studies, English Language Arts, Character Education, Morning Meeting, Tutorials and Enrichment, Supplemental Services)
- Learning Environment (Relationships, Routines, Responses)

Once the school year begins, they join a “new teacher support group” that meets on a bi-weekly basis. A trained mentor facilitates the sessions aimed toward proactively exposing teachers to information and skills that will help them be successful through the year and responding to individual and group needs as they arise. In addition, each teacher is assigned to an instructional team that will support their professional growth process. The coaches and leads will work with staff members not only to ensure their ability to provide high quality educational experiences to our students but also to serve as a source of personal and professional strength and revitalization.

No School Announcements (Snow Days)

Galileo is a part of One Call. One Call is a phone system that will allow us to better notify our parents if there is a school delay or cancellation. Staff will be notified of cancellations and delays via the phone tree. See the Administrative Assistant for a copy.

Open Door Policy

Please make sure that all classroom doors are open. Galileo has an “Open Door” policy in which parents/visitors are not required to make an appointment to come into the classroom during instructional time. Parents are discouraged from interrupting teachers during this time. If a problem arises, notify administrative personnel. However, parents will need to make appointments to meet with you before and after school, as well as teachers lunch period if they wish for one-on-one consultation. Although “on-the-spot” meetings are discouraged from parents it does happen. Please be kind and courteous to visitors even though might be unannounced.

Paperwork

The following are the various forms that a teacher is responsible for:

- a. Daily attendance
- b. Grade reports/progress reports
- c. Lesson plans
- d. Newsletters
- e. End of the year check out lists
- f. Special education documents, plans, and related documents
- g. Communication logs
- h. Anything that is designated by the C. A. O. and/or Lead Teachers

Parental/Guardian Contact

We must increase contact with families. Please use the phones often, both to alert families to potential problems and to give them good news about their children. Do make those good news phone calls. Remember to use the designated forms for communicating the same sort of information.

Home to School Relationships

A good relationship between teacher and parent/guardian is just as important as a good relationship between teacher and student. Following is a list of some of the things regarding promoting good relationships between parent and teacher.

1. Be patient and courteous.
2. Recognize and consider the parent’s problem.
3. Cooperate with and encourage parents’ efforts.
4. Take time to discuss problems fully with parents and offer the best possible solutions.

5. Be big enough to admit a mistake.
6. Listen to parents. Ask for their cooperation.
7. Call parents with “good news.”

Many families are willing to work with us. Please use them as a resource. Invite them to school, return phone calls to our parents, and collaboratively come up with a plan that will help you help the student. If you need any assistance in dealing with a difficult parent please do not hesitate to ask. All communication with parents should be documented in the daily communication log.

Parking

Please park in permitted areas only. At the South location parking is designated on the South side (rear) of the building. At the North location, the first three non-handicapped/-disabled spaces are designated for parents. Teachers may park from the fourth space down on both sides of the entrance way. If you need assistance with this please see the Leader Teacher of Operations.

All other spaces are on a first-come, first-served basis.

Payroll

Staff is paid twice a month—on the 15th and on the last business day of the month.

Peer Observations

We encourage teachers to spend time observing and / or coaching in colleagues' classrooms and is a valuable part of your professional development plans. Submit a request for coverage at least 24 hours prior to the date needed. Parents are welcome to observe in classrooms at any time, after checking in at the front office to receive a visitor's badge. As a courtesy to teachers, it is helpful to call ahead to inform the teacher of your intent. Observations must not interfere with the delivery of instruction or attention given to classroom needs. Should an observer impede the learning process, administration may be notified and the guest will be escorted out of the classroom.

Personnel: Conduct and Dress Code

Employees of the Galileo Charter School should maintain a high standard of professional conduct. Personnel should refrain from fraternization and undue familiarity with students, including consumption of alcoholic beverages, use of drugs, and sexual relations with students. Teacher dress and personal appearance while attending Galileo Charter School, and while representing the school in connected activities, should be such as to reflect dignity and pride in the school. Galileo Charter School employees are expected to dress in an appropriate and professional manner as dictated by job duties and responsibilities. Discretion in choice of wearing apparel and proper grooming helps to promote an instructional atmosphere that is conducive to learning. An employee may be required by the C. A. O. to wear uniform, protective clothing, or any type of protective device. At all times, the professional staff will set a positive example for the students by dressing in good taste. Any unusual mode of dress that calls for undue attention is discouraged unless it serves educational purposes. Proper footwear will be worn at all times – open-toe shoes, flip-flop/thongs, and beach slippers are not to be worn.

Personal Interaction

Having conversations with staff members about personal issues should be kept to a minimum.

Phones

Our phone system can be a great tool to support our goal of positive home/school communication. Staff members are encouraged to contact parents for positive communication as well as to discuss any concerns. Due to the number of calls coming in to Galileo, staff members are asked to use classroom phones rather than office phones whenever possible.

Telephones are to be used only during the school day by staff members. If students use the phone, it needs to be with a staff member's permission when class is **not** in session. Further, staff are discouraged from letting students answer phones within classrooms.

All calls into classrooms should be kept to a minimum and only under emergency situations as to avoid interruption in instructional time. Teachers **are not allowed** to call and discuss personal matters regarding students during their instructional time. All calls to parents should be made during planning periods or before or after school. Additionally, students/staff are not to use cell phones for calls or texting during the instructional day while students are present or in hallways or common areas during the day.

Personal Calls

Personal calls should be made on your cell phone and only on non-working hours. If a family member, doctor, your mechanic, or a friend needs to contact you during the day please have them call the Main office number. A message will be placed in your box. In an emergency, the message will be given to you immediately. Staff should not **use cell phones during class**

time or anytime you are around children and should also model cell phone etiquette by being discreet when using your cell phone anywhere in the school. The exceptions include the Main office (when talking to school personnel) or Teachers (talking to school personnel) on field trips. Also, in case of an emergency, cell phone use is permitted.

Parent Communications

Communication with parents is essential to student success; therefore our school encourages phone calls, along with written communication, to parents as a means of communication. Each room is equipped with a phone so you may directly communicate with parents at any time.

Student Communications

Students should have teacher permission to use the phone in your room. Use of the phone should be for educational purposes or in cases of an emergency. After school arrangements should be made prior to the start of the school day.

School Related Long Distance Calls

When you need to make a school related long distance call, simply call the office and the administrative assistants will place the call and forward it to you.

Photocopying (Copy Machines)

There are copy machines in each building. Use the machines by entering your PIN number. Notify the office immediately if there is an unfixable malfunction. Please remove only your copies from the machine. Staff should do their own photocopying. It is not the responsibility of the secretary to make copies for you. Try to complete your copying after school for the next day or before school starts that day. Photocopiers are available for instructional and business purposes.

Power Failure

If a power failure should occur during the school day, all students should be kept in their classrooms until instructions are given from the office. Normal instruction should be continued where possible. Classes should not be dismissed during power outages.

Problem-Solving Process

In any workplace, conflicts are bound to arise. It is every staff member's responsibility to address issues in a professional, timely fashion. Concerns should be directed to the person who is responsible for the dissatisfaction. Only after s/he has been given an opportunity to respond, should you forward the issue to your Lead Teacher or administrator for further assistance.

Professional Code of Ethical Behavior

The highly professional teacher cares deeply for the well being of his/her students and school.

He/she:

- Interacts with others in a professional manner
- Accepts responsibility for his/her own actions
- Maintains professional boundaries with students, parents, and colleagues
- Cooperates with colleagues to create a school climate of trust, honesty, and caring
- Demonstrates attitudes of fairness, courtesy and respect
- Speaks and acts respectfully to and about students, parents, colleagues
- Builds positive relationships with students, parents and colleagues
- Acts as a positive role model for students
- Participates in activities that demonstrate a commitment to the teaching profession and school
- Promotes confidence in the school throughout the community
- Makes a particular effort to challenge negative attitudes
- Respect the parameters of the professional day
- Communicates directly, honestly, and in a timely manner with colleague or administrator when conflicts, concerns or problems arise
- Works constructively with others to identify school problems and suggest possible solutions

Professional Courtesy

Please afford us professional courtesy by letting us know when you are leaving the building. In any family or school emergency we want to be able to know where you are with certainty.

Professionalism, confidentiality and more...

Working with a student after school?

1. Notify the office of your intent to stay after school with a student;
2. Notify parents/guardians of your intent 24 hours in advance; **DO NOT KEEP** a student if you have not received **VERBAL** or **WRITTEN** consent from the parent/guardian;

3. Keep your classroom door open;
4. Try to work with more than one student at a time if possible;
5. Never offer a student a ride home.

Trying to contact a student or parent during in-school or out-of-school hours?

1. Use your school email account. Avoid using your personal email account.
2. Use a school phone and not your personal cell phone or home phone when it can be avoided.

Are you present when students are involved in a heated verbal or potentially physical confrontation?

1. Remove or separate students;
2. Send a reliable student for help;
3. I would not recommend any teacher or Instructional Aid touching a student in any way; the exception is for any staff member specially trained in restraint procedures;
4. Get other students away from the area;
5. Sometimes controlling the students around the altercation is more important than stopping the actual confrontation.

Listening to a student describe his/her life?

1. Be careful what you ask from a student; are you trained to deal with all of the answers a student may offer?
2. We have certified and qualified people on staff, specifically hired and trained to work with students around issues of emotional or physical abuse; Social worker may be notified via Social Work Referral forms in the main office;
3. Contact administrative personnel immediately when you sense the issues are bigger than the “normal” adolescent “stuff”.

Are students asking about your private life?

1. What you say and how an adolescent interprets the material can be polar opposites;
2. Being friendly and being their friend are not the same; be careful!

3. Avoid divulging too much personal information such as relationships and who you may think is attractive etc.
4. Before answering questions that you think may be harmless, ask yourself: "Is this a question that has anything to do with school or *normal* relationship building with the student?"
5. When in doubt, DON'T ANSWER! Redirect students and get back to school related topics.

What if a student is "flirting" with you?

1. DO NOT, under any circumstances respond by giggling or laughing saying that "it's cute;" there is a clear difference between staff and students;
2. Inform the student that that is not appropriate and do not allow them to continue to make additional comments;
3. If a situation of "flirting" continues, it should be treated as insubordination and/or harassment. Therefore, it is a bottom line behavior and should be referred to the office.

Public Address System

The morning announcements will be made via the public address (PA) system at the beginning of the school day and during dismissal from time to time. We will try to keep interruptions to a minimum to maximize class time. There **will be no daily interruptions** via the PA during the school day unless an emergency necessitates it. Please date and sign any announcements that need to be made, and submit them to the Main Office.

Public Relations

Each of us is a representative of Galileo Charter School every day and every place we go. It is imperative to maintain cordial relations with the public. It is also important not to discuss students outside of the professional community.

Purchasing and Requisitions

The main office only, when approved by the C. A. O., will process all purchases. The P. O. forms are available in the office. Make sure to follow up the process.

Recess

It is important that children have a chance to get fresh air and exercise each day. Students may play on the playground and courtyard areas. All children must be closely supervised at all times. Supervising staff members should have their attendance list and first aid kits with

them during recess times. If visiting a park, the office must be informed and a cell phone number left.

Recycling

Galileo Charter School recycles newspaper, school paper, magazines, catalogs, and junk mail. Each classroom should have at least one blue recycling receptacle. Students should empty these into the appropriate large blue container in the hallways. Everything can go into the same bin. Please encourage students to be diligent and help their families recycle.

Tips for Saving Paper

Plan ahead so copies can be made on both sides of the paper. Plan activities that use hands on materials instead of handouts. When taking a test try to plan to use the other side to add the next assignment or as a study sheet for an upcoming unit. Use backsides to put speed drills or extra activities for students to use when they finish a test or handout. Use chalkboard, marker board, overhead, or computer/TV whenever possible.

Referrals for Special Education

If you believe that a student is in need of special services then you can make a referral through the Special Education Coordinator. Do not, however, tell parents that the child belongs in special education. Rather, you should suggest that the child's needs might be assessed more formally. If you have questions contact the Special Education Coordinator or the Main office.

Repair/Cleaning Request

All cleaning and repair request should be filled out and turned into the Main office.

Restrooms and Student Hygiene

Only one student at a time should be sent to the restroom. Students should not be denied the opportunity to go to the restroom. Teachers should allow for adequate restroom time during the school day for students. Please talk with the Lead Teacher if a student requests restroom breaks in an excessive manner.

Good hygiene habits should be discussed with all students. Proper use of the restroom toilets and putting trash in waste-baskets may need to be emphasized. It is recommended that teachers periodically "walk-in" to students restrooms for inspections and student supervision.

Safety

The safety of students and staff is our foremost concern, physically and emotionally. If for any reason you feel unsafe please contact the Main office or the C. A. O. immediately.

Searches

Galileo Charter School endeavors to provide a safe and secure environment for all students. The Board authorizes reasonable searches of students directed to that end by authorized school officials. Searches based on reasonable suspicion may proceed without hindrance or delay, but they shall be conducted in a manner which ensures that students are not arbitrarily stripped of personal privacy.

The Board authorizes random searches of board owned property such as lockers, desks, and other such property which may be assigned to students. Such general random sweep searches may be conducted without reasonable suspicion if care is exercised to be sure that students subjected to the search are demonstrably selected according to chance. It shall be the obligation of the person conducting the exercise to be able to explain to the satisfaction of the C. A. O., if called upon to do so, that no bias as to gender, religion, or race entered the selection process.

The C. A. O. or designee, or an authorized representative, possesses the authority to conduct inspection of students' persons and personal property. Such search shall be based on a reasonable suspicion of the presence of deleterious items. Examples of deleterious items shall include, but are not limited to: secreted noisemakers, water guns, contraband, drugs, or other dangerous weapons as defined in Galileo Charter School's code of conduct policy.

If reasonable suspicion exists, student book bags, and school lockers, desks, and other school property shall be subject to inspection and search by school authorities at all times without further notice to students or parents. Such searches may be conducted using "drug sniffing" dogs provided that prior notice is given from the C. A. O. or a designee. The C. A. O. or a designee shall take reasonable steps to ensure that students are advised (by the student handbook or by some other means) each year of this policy. In the event search of student's person, personal possessions, or locker reveals the student is concealing material, the possession of which is prohibited by federal, state, or local law, local law enforcement authorities shall be notified so that they may take appropriate action.

The following rules shall apply to the search of school property assigned to any individual student such as lockers, desks, etc., and the seizure of items in a student's possession. (This policy also covers personal property brought onto school grounds such as book bags and jackets):

1. There shall be reasonable suspicion for school authorities to believe that the school property conceals items violating a criminal law or school rules.
2. Search of an area assigned to a student should, when possible, be made in the student's presence.
3. Items such as firearms, weapons, drugs or alcoholic beverages or other possessions reasonably determined to be a threat to the safety or security of others, and items which are used to disrupt or interfere with the educational process may be seized by the school authorities.

4. Upon reasonable suspicion for school authorities to believe that a student possesses items referred to in number three above upon the student's person or in the student's automobile, or other personal property, school authorities shall request a search of the student, automobile, or property. Any student refusing may be detained until permission is granted by parent(s) or a search warrant is issued.
5. The decision to search a student, personal property, or assigned school property shall be made by the C. A. O. or a delegate. The search shall be made in the presence of at least one witness, after which each such participant in the search shall sign a dated register attesting to what he/she found. Discovery of illegal or dangerous materials shall be reported to the office and to the appropriate law enforcement agency as warranted.

Security

Security is the responsibility of all! Report all suspicious activity immediately to the office. Also, staff should prominently display their picture ID's at all times during student contact days. Security cameras are placed strategically throughout the building.

Sexual Harassment Policy

This policy can be found in the Galileo Charter School Employee Handbook.

Smoking

Smoking is prohibited on school grounds.

Speakers

Guest speakers can frequently make fine contributions in many areas of our curriculum. The Lead Teacher should be notified advance of all guest speakers, and the Lead Teachers should be informed if any speaker or the speaker's content is considered controversial.

Staff, Cluster, & Committee Meetings

Teachers will be expected to attend staff meetings, cluster meetings, and other committee meetings when they are scheduled. These meetings will be scheduled on Tuesdays. Do not schedule personal appointments on Tuesday afternoons.

Staff Disciplinary Actions

Galileo Charter School operates best when all staff members fulfill professional responsibilities and serve as positive role models throughout the school and community. Every effort will be made to recognize the positive contributions of staff members. Likewise, administration is committed to supporting staff members' efforts at improving areas of

weakness or concern. Administrators will address performance concerns through both formal and informal measures. Employees will be given verbal reminders about a need to comply with school expectations. If adequate improvement is not noted, the employee will receive written notice of the concern along with a plan for improvement. Continued concerns may result in suspension without pay for a specified number of days, or termination.

Staff Evaluations

Staff members receive the minimum of one formal evaluation each year. This evaluation is based upon a final conference where we discuss formal and informal observation findings, student achievement results, the self-reflection rubric, and presentation of a professional development portfolio containing a professional growth plan and documentation of development toward established goals. In addition, the evaluation rating is impacted by attendance and punctuality records, fulfillment of professional responsibilities and stakeholders' satisfaction.

Staff Sign In/Out

Staff members are to sign in at the Main Office daily at their duty time and/or **no later than** 7:30 a.m. All teachers must come to the assembly area, where their students are to be picked up by 7:31 a.m. (North) or 8:31 a.m. (South). Staff members are also required to sign out in the Main Office when leaving for the day.

Staff Socials

Staff socials are held periodically throughout the year. Though not all will be required, they are an opportunity for the staff to come together to celebrate and to foster a sense of caring and unity that can be lost so easily in the day-to-day operations of our busy school environment. Some events will be free and others will require some personal expense.

Student Records

A permanent record is required for each student enrolled in the Galileo Charter School corporation. The records are to be kept in the administrative office. Records are not to be removed from the Records area. Only those with a legitimate need to know may access student records. Teachers may view only those students' records that they have in class. If you cannot find the student record in the file, please check with the administrative assistant. The administrative assistant will work to expedite acquisition of records from other schools as quickly as possible at the beginning of the school year and/or when a student transfers to our school.

Student Records/Privacy

Federal and state laws govern the release of information about students. For the most part, only directory information (the student's name and grade) about a student may be released to

someone other than a parent. A student's address and phone number are considered privileged. Check with the C. A. O. if you have concerns about student records and privacy.

Student Telephone Use

Student telephone during class time is not acceptable except in an emergency. Please do not send students to the office or the lobby for telephone use during class time. Cell phone use is prohibited during school hours. If you see a student with a cell phone please ask for them to give it to you and turn it in at the office.

Substitutes

Each teacher in the event of illness or other reason is required to call the main office two hours prior to the start of school. For those absences you know about beforehand, please send an immediate notification. Please do not arrange for your own substitute without first informing the Main office. Substitute arrangements may have already been made.

Substitute Files

To ensure that things are well organized for a substitute in the event you are absent from work, the office will maintain a substitute file in your name. Please develop a file with the following information and **place it in a conspicuous place for your substitute**.

1. Your teaching schedule
2. A seating chart or where it can be found in your room
3. The lunch schedule
4. Attendance taking procedures
5. A feedback form so you know what the sub accomplished and what problems were encountered (will be in your mailbox upon your return to work – provided by office)
6. Supervision assignments
7. Emergency/Crisis procedures

Substituting for Each Other

Occasionally, it may be necessary for one of the administrators or the administrative assistant to ask you to cover a colleague's class. Your help in these emergencies is deeply appreciated.

Teacher Responsibilities to the Substitute

1. Lesson plans
2. Materials left for the substitute (copies, overheads, teacher's edition etc.)

3. Seating plans for homeroom and each class
4. Appropriate needed forms
5. Necessary supplies
6. Detailed plans and procedures
7. Copy of your schedule with classes, room number and extracurricular duties.

Supervision of Students

Proper supervision of students is emphasized in the classroom, in the halls, and on the grounds. Students need and deserve supervision by the faculty. Remain with your assigned students, and provide ongoing instruction and guidance. Students are to walk in a single-file line, on the right or left side of the hallway. Teachers are to take and pick up their students from related arts classes.

All staff are required to follow the school wide CHAMPs program. Each team has scheduled restroom/locker breaks. Students should **not** leave classrooms to get water, to use the restroom, or to go to their lockers unsupervised.

Any student leaving a staff member's supervision **must** have a signed hall pass; travel through the hallway with that pass set to the correct date; and be able to show any staff member the time of departure, destination, and teacher's signature.

Suspected Substance Abuse/Suicidal Ideation

If you suspect abuse or suicidal ideation immediately contact the school Nurse or CAO. All you have to do is to suspect that something is amiss; you do not need to know for a fact that a young person is in trouble. An administrator will, at some point ask for the details that roused your suspicion, but those questions will be posed only to gain information. You will never be asked to provide justification for any action that the administration chooses to take with a student.

Transportation

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches. Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles.

Use of Tobacco Products

All Galileo Charter School property is a non-smoking and tobacco-free environment.

Staff members and students are prohibited from smoking in all Galileo Charter School buildings, grounds, vehicles, and facilities including stadiums and playing fields.

Visitors

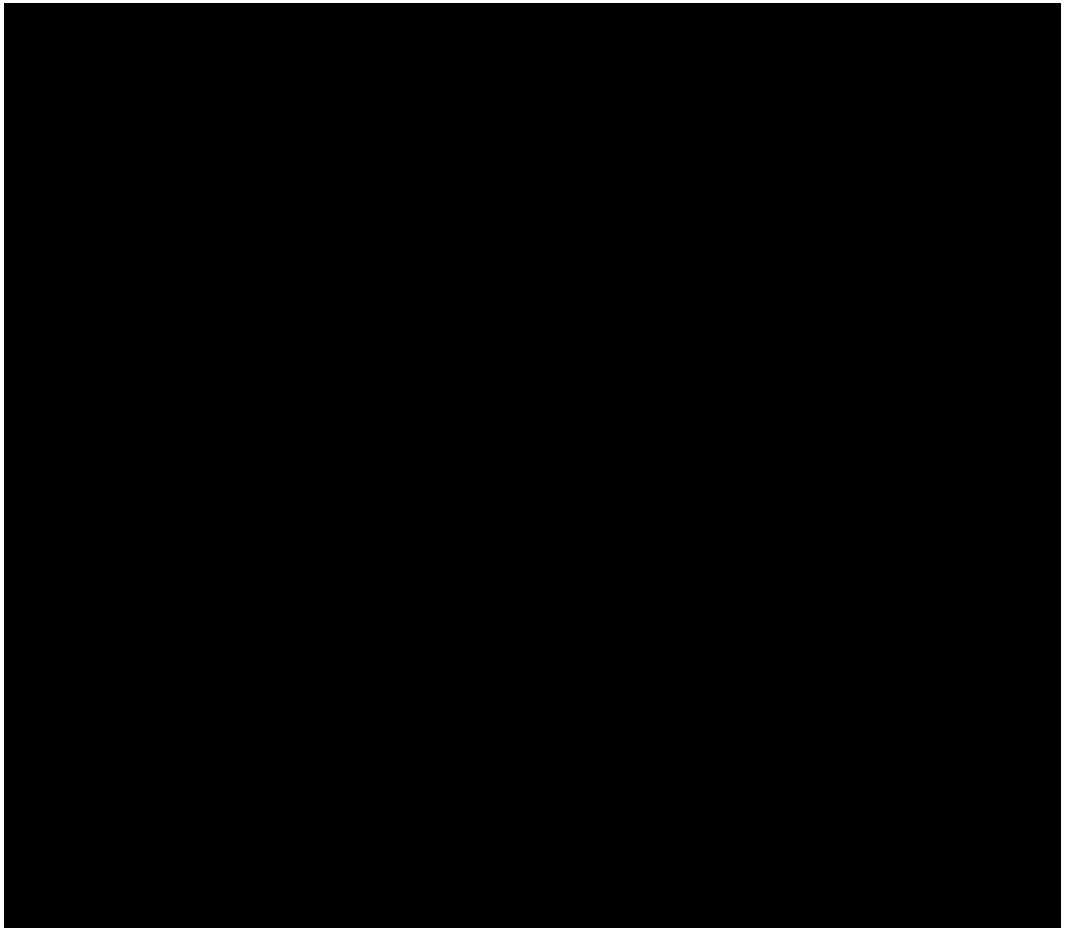
Please do not admit visitors into any of your assigned areas unless they have a visitor's pass from the office. Please inform any visitor you see in the school that they must register in the office.

Voice Mail

Every staff member is assigned a voice mailbox. Voice mail should be checked a minimum of once per day and calls, particularly from parents, should be returned within twenty-four hours. Also, homework assignments for the upcoming week can be placed on voice mail at the beginning of each week to allow parents and students to access them.

Weekly Bulletin

On Monday of each week, a bulletin will be e-mailed to all staff. This bulletin will contain both information and action items, as well as scheduled activities for the coming week. It is each person's responsibility to know what is contained in the bulletin. Staff members wishing to have items included in the bulletin must turn in the information no later than end of the day on Wednesday to the production paraprofessional. It is strongly requested that all general faculty announcements and information items be transmitted only through the Weekly Bulletin so the e-mails to all staff from individuals do not become as numerous as to be a nuisance.



Family Handbook School Year 2011-2012



Galileo Charter School

August 2011

"For these are all our children and we will either benefit them
or pay the consequences for whom they become."

– JAMES BALDWIN

777 N. 12th Street
Richmond, IN 47374
Phone: 765-983-3709
Fax: 765-983-3735
community@galileocharterschool.org
<http://www.galileocharterschool.org>

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Welcome to the 2011-2012 School Year

WELCOME from the Chief Academic Officer

Dear Galileo Family:

Thank you for choosing Galileo Charter School for your child. Galileo Charter School is a school that focuses on literacy, character development and self-esteem. A Galileo Charter School education is one that will have a profound impact on your family's life.

Galileo Charter School exists for all stakeholders. In every way, Galileo Charter School will be a place where teachers, children, and parents/caregivers acknowledge each child's uniqueness and work together in a shared community to educate and nurture each child.

This handbook contains valuable information which students and parents will find useful throughout the school year. As we work together toward success, we ask for your student's best in effort, attendance and attitude. The programs are in place and the staff is ready to help you succeed.

We are honored that you are joining Galileo Charter School and look forward to serving your family!

Sincerely,

Kevin L. Handley, Sr.

Kevin L. Handley Sr.
Chief Academic Officer



Introduction to the 2011-2012 Family Handbook

The information provided in this handbook should help everyone become familiar with the general procedures in our school. We strive to provide a safe, clean, and caring environment for students, teachers, and staff. To accomplish this, it is necessary for all stakeholders to understand the school's guidelines and expectations.

Parents/Guardians:

In order to provide for your child's safety and protection of rights, guidelines are set for all to follow. Please read and discuss this handbook with your child.

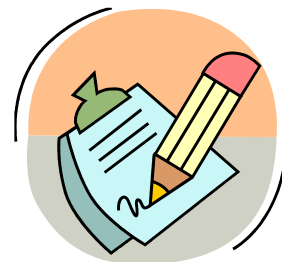
Teachers:

Please read this handbook to your class during the first month of school. Refer to it as often as needed to reinforce the expectations with the children.

Students:

In order to have the best learning environment and to protect your safety, it is necessary to have expectations for all to follow. Please listen carefully when your family members and teachers read to you from this handbook.
your family members and teachers read to you from this handbook.

 **Please remember...
Signatures are needed on the notification
page!!**



Galileo Charter School Staff 2011-2012

Galileo Charter School is comprised of two small schools within a school: Lower Primary, K-3, and Middle Primary, 4-6. Although each school has a unique identity and culture with its own Lead Teacher and instructional teams, we strive for continuity across all grades. Special area teachers and support staff work with students across all grade levels.

Our highly qualified teachers are trained to teach each core subject in ways that ensure that each student receives an educational program tailored to his / her needs. In addition, we employ a talented team of specialists to support the student learning process. Our support team includes:

Administration, Office, and Building Staff

Chief Academic Officer: Kevin L. Handley Sr.
Business Manager: Paul H. Runyon
Lead Teacher (Academics): Angelia Upchurch
Lead Teacher (Social Development): Corey Shaffer
Lead Teacher (Operations): Jan Tyler
Administrative Assistant: Kathy Phillips
School Nurse: Diana Keiser, RN
Community Outreach & ELL: Katie Strohm
Cafeteria Staff: Roma Bridgeforth, John Brown, Gina Shipp
Custodial Staff: Jake Mabry, Shonda Vaughn

Teaching Faculty and Staff

Reading Specialist: Angelia Upchurch
Instructional Assistants: Scarlett Briones (ELL), Mark Chambers, Teresa Jett, Phil Tevis, Phillip Wright
Kindergarten: Cindy Munchel, Elizabeth Lahrman
Grade 1: Ryan Meredith, Taylor Hall
Grade 2: Rachel Klein, Shanon Lichlyter
Grade 3: Casandra Kohn, Aimee Denton
Grade 4: Sara Williams, Angelia Upchurch
Grade 5: Ceara Booher, Rebekah Graham
Grade 6: Jason Bullock
Grades 7 & 8: Tiauna Washington
Physical Education: Mindy DeVito
Spanish: Katie Strohm
Special Education Coordinator: Aimee Denton
Restitution Coordinators: Michael Current, Chango Noaks



Galileo Charter School Information

Enrollment Information

Galileo Charter School is open to all Indiana students eligible for Kindergarten through 6th grades. Charter school enrollment guidelines prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

School Contact Info

Phone: 765-983-3709

Fax: 765-983-3735

Website:
www.galileocharterschool.org

School Locations

North Building
(Lower Primary, Grades K-3):
777 North 12th Street

South Building
(Middle Primary, Grades 4-6):
220 South 5th Street

Office and School Hours

Building	North (Grades K-3)	South (Grades 4-6)
Student Drop Off	7:00-7:20 a.m. at Townsend Community Center	7:45-8:15 a.m. at North entrance off parking lot
Breakfast	7:00-7:25 a.m.	7:45-8:25 a.m.
School Day	7:30 a.m.-3:00 p.m.	8:30 a.m.-4:00 p.m.
Lunch	K/1 A: 10:40-11:10 a.m. K/1 B: 11:10-11:40 a.m. 2/3 A: 11:45 a.m.-12:15 p.m. 2/3 B: 12:15-12:45 p.m.	4/5 A: 12:40-1:10 p.m. 4/5 B: 12:10-12:40 p.m. 6: 1:15-1:45 p.m.
Recess	K/1 A: 11:10-11:40 a.m. K/1 B: 10:40-11:10 a.m. 2/3 A: 12:15-12:45 p.m. 2/3 B: 11:45 a.m.-12:15 p.m.	4/5 A: 12:10-12:40 p.m. 4/5 B: 12:40-1:10 p.m. 6: 1:45-2:15 p.m.
Students Dismiss to Buses	3:00 p.m.	4:00 p.m.
Student Pick Up	3:00 p.m.*	4:00 p.m.*
Office Hours	7:30 a.m.-5:00 p.m.	8:30 a.m-5:30 p.m.

*Students not riding the bus must be picked up inside the building **after** bus riders are dismissed.

After School Program

The Galileo Charter School After School Program will begin on Wednesday, September 7, 2011. We will send information about the after school program home with your student soon. Call us at 765-983-3709 if you have questions.

Galileo Charter School Mission

Based on the cornerstones of literacy, character development, and self-esteem, the mission of Galileo Charter School is to educate children in a community of mutual respect, to inspire a life-long love of learning, and to develop contributing members of our global community.



Galileo Charter School Vision

Galileo Charter School will be a place where teachers, children, and parents/caregivers acknowledge each child's uniqueness and work together as a community to educate and nurture each child.



Dates to Remember

First Day of School:
August 16, 2011

School Pictures:
September 30, 2011

Parent Teacher
Conference Day (No
School):
October 21, 2011

Fall Break:
October 27 and 28 ,
2011

Thanksgiving Break:
November 24 and 25,
2011

Winter Break:
December 19, 2011,
through January 2,
2012

Holiday (No School):
January 16, 2012

Parent Teacher
Conference Day (No
School):
January 20, 2012

Holiday (No School):
February 20, 2012

Parent Teacher
Conference Day (No
School):
March 23, 2012

Spring Break:
April 2 through April 6,
2012

Holiday (No School):
May 28, 2012

Parent-Teacher
Conference Day (No
School):
June 1, 2012

Last Day of School:
June 7, 2012

Galileo Charter School Cornerstones and Belief Statements

Cornerstones

Literacy is the first of three cornerstones of Galileo Charter School. Reading success is the foundation of all academic success; therefore, all students, including at-risk children, will receive the support they need to learn to read well. Scientific research-based programs and intervention techniques will be used to prevent illiteracy. Through multi-age classrooms and individualized learning plans, children will be supported in becoming self-directed learners. The Indiana State Standards will be the basis of instruction.

Character development, the second cornerstone of Galileo Charter School, will be integrated across the curriculum and taught daily to all students. By utilizing the literacy-based *Heartwood Ethics* curriculum to focus on the seven attributes of courage, loyalty, justice, respect, hope, honesty, and love, Galileo Charter School staff will encourage students to become individuals who hold strong values and demonstrate those values through ethical behavior.

The third cornerstone is self-esteem; the confidence that we are competent to deal with the basic challenges of life and also the feelings that we are worthy of happiness. Education research shows that a positive self-concept correlates more highly with academic success than a high I. Q. score. Galileo Charter School will, by incorporating the following research-identified factors, create an atmosphere conducive to enhancement of self-esteem: challenge, freedom, respect, warmth, control, and success through the use of the *Esteem-Builders* curriculum.

Belief Statements

The Galileo Charter School organizing team believes that:

- Reading success is the foundation for academic success—all students must be able to read to learn.
- Setting aggressive benchmarks for reading growth combined with continual monitoring of student progress prevents reading failure.
- With the current state of reading research and knowledge, there is no excuse for reading failure.
- A multi-sensory approach to learning allows all students to use their strengths to learn and to improve on their weaknesses so that they become strengths.
- Frequent assessment of student progress allows staff and students to focus on areas of concerns before they become problems.
- Character development not only maximizes academic success, it also results in well-rounded citizens who are ready to contribute positively to a full life in the 21st century.
- Healthy self-esteem is as critical to a student's academic success as intellect and excellent instruction.

- Portfolio benchmarks provide more meaningful information regarding student growth and progress than traditional grades. Benchmarks can be easily tied to state standards and curriculum objectives and can provide a concrete measure of growth and mastery.
- Multi-age classrooms will foster growth in the areas of academics, character development, and self-esteem by:
 - Recognizing that all students are unique and bring to school their own learning styles and needs, in addition to their individual strengths and weaknesses.
 - Allowing children and staff to develop deep, meaningful relationships over a two-year period of time.
 - Capitalizing on the student/teacher relationship over time to facilitate staff recognition of each child's needs, and to approach those needs with proven teaching techniques.
- Inclusion of instruction about Hispanic culture will facilitate cross-cultural understanding and will ultimately lead to a decrease in cultural bias.
- As students work together with one another and with our caring staff, they will become strong team players, leaders, and problem solvers, ready to tackle the challenges of the 21st century.
- It is important to provide parents and students with a viable alternative to traditional models of public education.
- We will improve student learning by identifying, validating, and developing each child's unique skills and knowledge.
- It is important to encourage and support teachers and staff in acquiring and implementing creative and innovative teaching methods.
- It is imperative to extend beyond the walls of the classroom.
- A service learning focus will help students internalize good character and healthy self-esteem by contributing to their school and community.

Charter School Q&A

What is a charter school?

A charter school is a public school that...

- is independent, accountable and tuition free;
- is governed by a volunteer, non-compensated board of directors;
- adopts an innovative curriculum;
- is funded by tax dollars and open to any Indiana child.

How are charter schools different from traditional public schools?

Accountability – If a charter school fails, it will be closed.

Choice – A charter school is a choice in public education for individuals interested in creating or accessing unique educational opportunities.

Autonomy – Charter schools are free from traditional bureaucracy allowing time and resources to focus on the students' needs.

How are we unique?

Free Public Charter School open to any student living in Indiana; Indiana Department of Education-certified classroom teachers; full day Kindergarten; transportation to students living anywhere in Richmond; After School Programs (girls/boys basketball, chess club, math & reading clubs, cheerleading, gospel choir, & kung fu); low student-to-teacher ratio; emphasis on differentiating instruction; well-equipped classrooms; state of the art technology in all work areas; on-site elementary school social worker & nurse; intensive reading instruction by trained reading therapists; welcoming and encouraging atmosphere for parent/family involvement; ongoing professional development.

Admission, Enrollment, and Withdrawal

Enrollment

Although total enrollment is limited, Galileo Charter School accepts enrollment applications from any student who lives in Indiana and who meets the age qualifications for entry into our school. Priority for enrollment is given first to returning students, then to siblings of returning students, and then to new applicants. Returning students do not need to complete an application for each school year.

Lottery Process

If, by February 28, more students have applied than there are spaces available, a lottery will take place to fill those spaces and to determine the remaining students' positions on the school's waiting list. If a lottery is necessary, it will be conducted by the end of March at a designated location. If, after February 28, more students have applied than there are spaces available, students will be added to the school's waiting list in order of their application date.

Returning students and their siblings will not be subject to the lottery.

Kindergarten Admission

A child is eligible for admission to kindergarten if she/he reaches her/his fifth birthday on or before September 1st of the current school year.

A child whose fifth birthday is after September 1st but on or before December 1st of the current school year may be considered for early entrance subject to space availability, parent request, and completion of a readiness assessment.

The readiness assessment for placement in kindergarten will be based upon academic, maturity, and social components. The assessment process will be conducted by the reading teacher, Lead Teacher and/or kindergarten teacher and will include pre-reading readiness or early reading skills, early mathematics readiness, interview with and information from parents/guardians, and interview and observation of the child. If the child has had pre-school experience or partial or home school kindergarten experience, formal assessments or curricula from such experiences may be presented for consideration. All criteria will be evaluated according to the best interest of the child. The Chief Academic Officer has final authority in the decision.

A child whose fifth birthday is after December 2nd is not eligible for consideration for admission to kindergarten.

Withdrawal

When a student is withdrawn from Galileo, a Student Withdrawal Form must be completed and turned in to the school office at least two days prior to the student's withdrawal date so that we can prepare your child's records. Arrangements must also be made for any outstanding school lunch balances or other debts owed to the school.

Attendance

General Attendance Policy

Galileo Charter School provides a longer school day and a longer school year than traditional public schools. However, to deliver the maximum educational benefit for your child it is important that your child attends school every day and arrives at school on time.

Generally, the only absences that will be considered “**Excused Absences**” are those caused by illness, death of a family member or for a religious holiday.

Absences for other reasons will be recorded as “**Absent Informed**” but will be regarded as **unexcused absences**. Teachers will not be held responsible for providing private instruction on work missed through unexcused absences.

If your child is going to be absent, please call the school phone number as early as possible but no later than the start of the school day.

Absence Caused by Illness

Students who are ill, vomiting or have a temperature of 100° or above should remain at home until ALL symptoms have subsided and their temperature has returned to normal (98.6°). Any student with a rash or infectious condition such as impetigo, conjunctivitis (pinkeye), strep throat, scarlet fever, bacterial diarrhea or scabies cannot attend school until treatment has been completed.

A note from your child's doctor stating that your child's treatment has been completed and that your child may return to school must be provided for any absence caused by an infectious condition or an illness that caused an absence of more than three days.

Students should understand that they are to report any injury that is received while on the way to and from school, on the playground or in the school building. Often slight injuries are not reported, and thus the danger of infection or serious injury may grow from a minor injury. If your child becomes ill or is injured at school, we will provide preliminary first aid, and we will call you to pick up your child. **Please be sure that the information on the Emergency Contact Form is always up to date.**



**To report an
absence, call
765-983-3709**

If your child needs to be absent, please call the school office no later than the start of the school day (see page 6 for school hours).

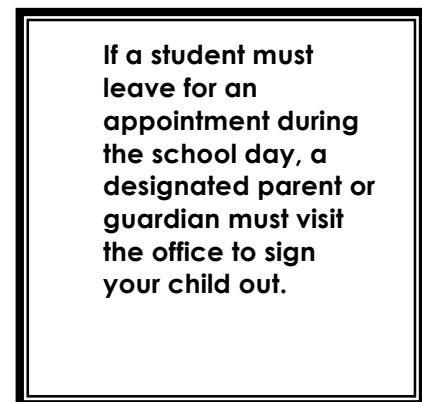
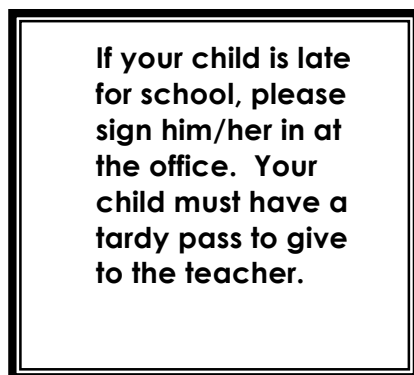
Arriving Late and Leaving Early

If a student arrives after the beginning of the school day, a parent/guardian must sign the child in at the office, and the student will be counted **tardy**.

If a student must leave school before the end of the school day, a designated parent or guardian must sign the child out at the office.

If a student must go to an appointment during the school day, a designated parent or guardian must sign the child out and sign the child back in at the office.

Students will only be released to a parent/guardian or a person designated in writing by the parent/guardian.



Excessive Absenteeism and Tardiness Guidelines

After five (5) tardy arrivals or absences you will receive a letter stating that we are monitoring your child's attendance along with a copy of your child's attendance record.

If tardy arrivals or absences continue, you will receive a warning letter regarding your child's attendance along with a copy of the child's attendance record. You will be required to attend a meeting with a designated staff member regarding your child's attendance. Every effort will be made to devise and implement a plan that supports the family in improving school attendance.

Continued or chronic absences or tardy arrivals for unexcused reasons will result in a referral to the Department of Social Services.

Student Services

School Breakfast and Lunch

Meals—breakfast and lunch—are provided daily, and every student is eligible to eat meals provided by the school. Our meals are prepared by Richmond Community Schools and meet all nutritional standards. Menus are posted on our website.

Unless your child qualifies for free or reduced price meals, you will be charged the regular price for each meal that your child eats. Bills for your student's school meals will be sent home with your child monthly, and we expect that you will keep your child's meal account current by paying the balance each month.

Our system also allows parents to prepay for their students' meals. If you cannot pay your full balance each month, you should contact the school's business office at 765-935-5131.

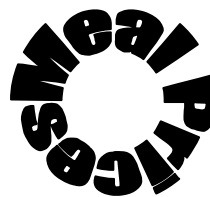
If you believe that your child may qualify for free or reduced meals and you have not been notified of this, please contact the school office immediately for a Free or Reduced Lunch Application.

You are welcome to eat with your child; adult meal prices are listed here. If you intend to bring a meal, please refrain from bringing in "unhealthy" foods that contradict our wellness policy. Cheeseburgers and french fries are examples of unhealthy lunch options. For more details about good food choices to bring to your child, please contact the school nurse or the main office for more information.



Bus Transportation

Any child residing in Richmond is eligible for bus transportation. Riding the school bus is a privilege and must be regarded as such by you and your student. Expectations of school bus conduct and safety are established for the protection of the students and are outlined in the Galileo Charter School Bus Safety & Transportation Handbook. Any violation of these conduct and safety guidelines can result in suspension of the bus riding privilege and/or other disciplinary action. If your student encounters a problem on the school bus, please contact your bus driver. If the problem is not resolved, please contact the school office.



Breakfast

\$1.50 regular price
\$.30 reduced price
(Adult-priced meal is \$2.00)

Lunch

\$2.90 regular price
\$.40 reduced price
(Adult-priced meal is \$3.50)

Student Rules

Dress Code

The Galileo Charter School dress code is intended to assist in the creation of a positive culture in our school. By creating a simple and easy to follow dress code, we can focus students' attention on schoolwork and not on what they are wearing. Having a dress code also increases school pride; gears focus more to learning; creates a more work-like atmosphere; and assists families with the expense of purchasing clothes. In addition, uniform dress provides a visible identity in our community – when you see a student in khakis and polo you know they are from Galileo. This makes them more accountable and provides a sense of identity.

Galileo Charter School dress code (for young ladies and young gentlemen) consists of:

Dress Code for Girls	Dress Code for Boys
Khaki, black, or blue cotton twill slacks, skirts, skorts, or shorts (belted and worn at the waist); (all skirts should be worn at the knee with modest, appropriate hose) NO Denim	Khaki, black, or blue cotton twill slacks or shorts (belted and worn at the waist) NO Denim
White, yellow, green, purple, pink, navy, or light blue, long- or short-sleeved, knit polo-style shirt (pullover with front opening and collar) or button-front dress shirts with a collar	White, yellow, green, purple, pink, navy, or light blue, long- or short-sleeved, knit polo-style shirt (pullover with front opening and collar) or button-front dress shirts with a collar
Plain, white, short-sleeved tee-shirt undershirt (if desired)	Plain, white, short-sleeved tee-shirt undershirt (if desired)
Brown or black belt	Brown or black belt
Sweaters, such as cardigans, over dress code shirts during winter months	Sweaters, such as cardigans, over dress code shirts during winter months
Shoes allowing for participation in physical education and other activities	Shoes allowing for participation in physical education and other activities

Students will not be allowed to wear the following in the building during the school day:

- hats, bandanas, scarves, silly band bracelets, or sweatshirts (hoodies)
- blue jeans; knit leggings or pants under skirts or shorts
- high-heeled shoes, flip flops, “heelies” or wheelies shoes

While families are free to purchase school clothes from the vendor of their choosing, Galileo has worked with Wal-Mart, Meijer, and other community stores to insure that they stock appropriate school clothes. Meijer offers a one time 20% off coupon for parents to buy their first set of uniforms. Please contact the school office for details. In addition, if your family needs assistance in purchasing clothes, speak to the community outreach personnel.

Consequences for dress code violations include the following:

1. Verbal warning and Dress Code Violation Form sent home;
2. Phone call to parent;
3. If violations continue, a parent/guardian will be called in for a conference.

School Property and Student Property

Important for students and parents to know:

1. **Student supplies are furnished by Galileo.** If you would like to purchase supplies to donate to the school, please ask the school office staff for a list of commonly used supplies.
2. **All student personal property should be labeled with your child's name.** The only personal property that your child should need to bring to school will be outerwear such as coats, sweaters, hats and boots or a lunch box if your student brings his/her lunch.
3. **The school assumes no responsibility for items lost, stolen or damaged.** If your child loses an item, please check with the school office to see if it has been turned in. All lost and unclaimed personal items will be donated to charitable organizations at the end of the spring term.
4. **Students are discouraged from bringing money to school.** Students bringing money to make payments to the school should bring this money to the school office the first thing in the morning to avoid having to carry it all day.

THE FOLLOWING ITEMS ARE NEVER PERMITTED:

Knives, guns, swords, explosives (including firecrackers), air rifles, cigarette lighters, matches, and karate and other weapons. These items pose a serious safety risk and are never permitted on school grounds. Possession of any of these items may result in suspension or expulsion from school.

If the school has a reasonable suspicion that an item that poses a safety risk is present on school grounds or that behavior that poses a safety risk to students has occurred, the Chief Academic Officer or other designated representative of the school has the authority to conduct appropriate investigations and searches. Investigations of specific incidents and searches for specific contraband will be conducted in such a way as to protect the safety and rights of the school and its students. In addition, random searches for contraband may be conducted if care is exercised to be sure that the students who are subjected to the search are demonstrably selected according to chance and that no bias such as gender, religion, or race entered the selection process.

Keep At Home



Any personal items that are not school-related can pose safety risks or create distractions in the classroom.

Keep these and other personal items at home:

- gum and candy
- soft drinks
- glass containers
- cell phones
- trading cards
- valuable jewelry and other accessories
- silly band bracelets
- skateboards
- scooters
- wheelies with wheels attached
- roller blades/skates
- iPods, mp3 players
- CD players
- radios
- cameras
- tape recorders
- electronic games
- paging devices
- other electronic equipment
- toys
- money
- weapons (real or toy)

Do not bring these items to school without the specific permission of the Chief Academic Officer.



Anti-Bullying and Anti-Harassment

Bullying/Harassment

Indiana law defines bullying as “overt, repeated acts or gestures, including: verbal or written communications, physical acts committed and any other behaviors committed by a student or group of students with the intent to harass, ridicule, humiliate, intimidate or harm the other student.”

Galileo Charter School does not permit bullying on school grounds before, during, or after school hours. This includes: during any Galileo Charter School function or event on and off Galileo property/grounds; during school-sponsored trips and activities and while traveling to the activities; and while riding a bus to school or home from school.

Students who witness bullying behavior or experience bullying should tell their teacher immediately. Parents aware of instances of bullying should report the information to their child's teacher or a Lead Teacher.

In addition, Galileo Charter School does not tolerate any type of verbal, non-verbal, or physical harassment by or toward students. Specifically, there will be none of the following types of harassment: gender, ethnic, religious, sexual, disability, height, or weight.

Verbal bullying/harassment includes: written or spoken innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc., toward another student, staff member, or person associated with the school. Also, giving another person the “silent treatment” by refusing to have social interaction with him/her is a form of bullying or harassment.

Non-verbal bullying/harassment includes: objects, pictures, or graphics in the school environment or on the bus that make insulting or threatening gestures toward another student, staff member, or person associated with the school.

Physical bullying/harassment includes: any intimidating, disparaging, or harmful action such as hissing at, spitting on, or hitting another student, staff member, or person associated with the school.

Bullying and harassment are bottom line behaviors; those are behaviors that endanger the safety and/or well-being of our school community (see page 16). Therefore, bullying and harassment incidents require escalated responses on the part of Galileo staff. Due to the serious nature of bullying and harassment, the consequences for these bottom line behaviors may include suspension or expulsion.

Student Discipline, Self-Esteem and Character

At Galileo Charter School we believe that the development of self-discipline is one of the most important lessons of education and allows students to develop character, self-esteem, and problem solving, which promote quality academics. We believe that healthy self-esteem is as critical to a student's success as intellect and excellent instruction. So, our approach to discipline is based on the restitution technique for helping students become self-directed, self-disciplined and self-healed. The restitution-based model of discipline concentrates on the value of making a situation right through the acknowledgement of wrong, acceptance of responsibility, correction of immediate damage, and creation of a plan to avoid future incidents. Routine discipline infractions are addressed by a series of steps to produce more appropriate behavior. Such a model affords students the opportunity to practice the critical thinking and collaborative problem solving skills they learn in the classroom in the daily life of the community.

The fundamental beliefs of restitution are:

- Mistakes are normal; to err is human.
- Children know when they have done something wrong.
- The process of making restitution strengthens children; one of the most important skills in life is learning to repair our own mistakes.
- The process of making restitution is a creative one that builds problem-solving skills in the offender.
- Children can understand and share our commitment to caring and cooperation.
- Telling children they are wrong is not enough. They need to learn better behavior by modeling and questioning.
- Children can learn a better way to behave.

We also believe that all behavior is purposeful, and that purpose is always an attempt to satisfy four basic needs of love, power, fun and freedom. If all these needs are being met children will be happy and ready to learn. If one or more of these needs is not being met, then we need to figure out which one it is. We help children do this by using a problem solving process. This process includes asking the student:

We believe that all behavior is purposeful, and that purpose is always an attempt to satisfy four basic needs of **love, power, fun, and freedom**. If all of these needs are being met, children will be happy and ready to learn.

- What do you want?
- What are you doing to get what you want?
- Is it working?
- Can you figure out a better way?

To be successful at our school, students should follow these four basic principles:

- Be Respectful - of ourselves, our school, and each other.
- Be Responsible - each child should be at school everyday ready to learn.
- Be Safe - everyone has the right to learn in a safe and nurturing environment.
- Be Kind - together we are better.

Bottom Line Behavior

The following behavior is unacceptable and cause for severe consequences:

- Defiant behavior (include disrespectful tone of voice and attitude)
- Fighting or other acts of aggression including physical or sexual harassment
- Intentional destruction or marring of equipment, materials, or property
- Stealing
- Cheating
- Use or possession of weapons, tobacco, alcohol or drugs
- Bullying

Consequences for Bottom Line Behavior may include:

- Call to parents
- Noon and/or after school detention
- In-school suspension
- Out-of-school suspension
- Expulsion

In addition to other consequences, a child will be encouraged to make restitution.

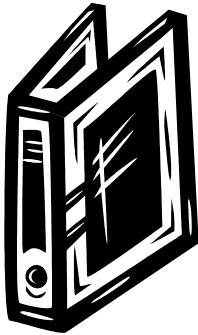
If children have problems with other students at school, they should immediately contact their teacher.

Suspension Procedures

Depending on the violation and situation, suspensions may be served in school or at home. The school will call to notify you of either an at-home or in-school suspension. If the suspension is to be served at home, you will receive a follow-up letter in the mail stating the nature of the violation and the number of days your student is suspended from school. If the suspension is to be served in school, the student will report to school the next day but will remain in the office for the day. Upon a student's third suspension in one year, the student will be referred to the Discipline Committee. The Discipline Committee, made up of the Chief Academic Officer, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student.

Student Evaluation

It is the goal of the school to help students grow at their own rate to achieve the highest level of learning and adjustment possible. Teachers will accept students assigned to them at their stage of development and help them progress according to their capabilities. Students will have learning plans that place them in the learning levels for which they are best adjusted academically, socially, and emotionally and where they can work and learn most effectively. Students will progress at their own rate, which is determined by assessments, teachers and parent collaboration, and student goal setting and achievement. Progress to grade levels is not determined by the calendar but is based on student progress and work with mastering skills. For example, a student could complete two years of math in 16 months. No calendar or grade level roadblocks will exist. A student who needs more time to progress will be given that time. We accept “no excuses” for failure. Every child can and will learn. The grade level that a child is in for any subject will be called the IGL (Indiana Grade Level). Since we are in multi-aged classrooms, no students will know the exact level of other students. There will be no embarrassment if a student has to move more slowly in one subject area or another. No child should ever feel ashamed in school because they do not know something, and no child should ever have to wait to learn the next thing they do not know.



Portfolios

At Galileo each student will create a portfolio that tracks their progress and learning. Portfolio benchmarks will be based on a combination of factors, including the steps of literacy development and Indiana's Academic Standards (which can be viewed at www.doe.state.in.us). Individual learning plans, educational goals for the student, the results of the various measurements of those goals, and samples of student work will be compiled in the portfolio. Galileo teachers will be looking for growth in key areas to evaluate students' readiness to move to a new multi-age classroom. Growth is defined as attaining the grade level portfolio benchmarks. We expect that all students will meet all key benchmarks before moving on to the next class.

Testing

All students will have progress tracked and reported to show improvement and skills mastery. The whole school is committed to student growth and achievement and we are required to show the measured results. We hope parents and students will feel good about testing and look forward to their children “showing what we know.” We ask that parents, students and staff members look at testing positively and without fear or anxiety. It is one way to measure growth and to show the community how well we are doing. We will test all students on an ongoing basis to analyze skills mastered and those needing review.



Specific Tests include the following:

- Acuity and mClass are administered three times per year or more often for struggling learners. Acuity and mClass assesses student proficiency in reading and math. These assessments provide quick, statistically accurate measurement of a student's specific areas of strength and weakness so that instruction can be individually tailored to remediate any weaknesses. Students in grade K-2 will take the mClass assessments and students in grades 3-6 will take the Acuity assessment.
- Northwest Educational Achievement Test (NWEA) is administered at the beginning, middle, and end of the school year and measures each student's growth in the areas of language arts, reading, and mathematics. This battery of subject area tests is given to students in grades K-6 and provides a measurement of each student's growth in various subject areas throughout the school year.
- ISTEP is a state-mandated battery of achievement tests that is administered each spring to students in grades 3-6. Since ISTEP is used to measure the school's overall academic performance it is extremely important that every student is present to take the tests.
- NAEP is a national normed test. Our 4th graders have been selected to participate in this assessment for the 2010/2011 school year.

A student's absence during benchmark testing creates some very difficult logistic problems for make up. Testing conditions are violated when a student is allowed an opportunity to make up or complete missed test items. In general, requests for benchmark testing make up will not be honored.

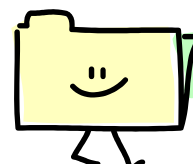
Student-Led Parent-Teacher Conferences

Student-led parent-teacher conferences are scheduled for the end of each quarter (October 21, January 20, March 23, and June 1). This is the best opportunity for you to meet with your child's teacher, discuss your student's academic goals, view your student's progress through the performance-based portfolio and standardized testing, and to discuss any issues involving your student or the school. This is also an opportunity to meet with any support staff members who may be working with your child. Student teacher conferences are scheduled throughout the day and into the evening for your convenience so please take this opportunity to meet with your child's teacher and discuss your child's progress. If you need to meet with your child's teacher at times other than the regularly scheduled conferences, you may schedule this by contacting your student's teacher or contacting the school office. Conferences can also be conducted by phone or by e-mail. Please remember that each teacher is responsible for all of her/his students and will not be available for private conferences during instructional time. When scheduling a conference please let the teacher know your concerns or questions.

Communication and Family Involvement

We believe that parents should be actively involved in our school. We have developed various methods of keeping you informed about what is happening in the school in the areas of program, curriculum, special events, procedures, policies, and much more. Some of the many sources of communication available to you and your student include:

- School website
- School and class newsletters
- Daily and Wednesday folders
- Family Handbook
- Bus Safety & Transportation Handbook
- Notices on the school's message boards
- Contact by telephone and the OneCall Now automated phone system
- Contact by e-mail
- Personal contact with staff members
- Special events



School Website

The school's website is at www.galileocharterschool.org. This website includes general information about the school and its history, school contact information, the school calendar, school lunch menus, information about the school's staff, notices of school closings and other school news, and even a gallery of pictures from past school years.

Newsletters

Once a month, a school newsletter will be sent home with your student. This newsletter contains a "dates to remember" section, general information about things happening in our school and flyers or other items from the Parent Group or other school groups. If you would like to submit something for our newsletters, please give it to the Lead Administrative Assistant by the previous Monday morning.

Daily Folder (Yellow Folder) and Wednesday Folder (Black Folder)

The daily folder contains announcements and information about what is going on in your child's class. Every Wednesday you will have the opportunity to review your student's folder which will contain all work completed for the week, discipline log, and notes from the teacher. The folder is also a major method of providing parents with other school information, school lunch bills, receipts for payments, and even handbooks. Please review the material in the Wednesday folder carefully.

School Handbooks

Our handbooks have been created to provide parents, students and staff with policies, procedures and other information that will allow us to work together to provide your child with the best possible school experience. By following the guidelines and policies in the handbooks we can help insure your student's wellbeing and academic success and avoid misunderstandings. If you have any questions or suggestions regarding our handbooks, we welcome your input.

Phone Calls

Phone calls to the school office can be made at any time during office hours. **The office number is 765-983-3709.** Teachers are required to place their telephones on “do not disturb mode” while class is in session to avoid disruptions and time away from the class. If you wish to contact a teacher, please contact the school office to leave a message for the teacher to call you. Other staff members may be available to take a call during the day, but it is best to contact the school office and leave a message for the staff member to call you back. All staff members are expected to return calls as soon as possible, certainly within 24 hours. Students are also not allowed to receive calls during the school day. In the event of an emergency, call the school office and the office staff will relay a message to your child.

On occasion the school may contact you with an important message using the OneCall Now automated phone system. Please do not hang up because important information is contained within the entirety of the message.

Personal Contact with Staff Members

If you need to meet with a staff member, you may schedule a meeting by contacting the staff member or by contacting the school office. Communications can also be conducted by phone or by e-mail. Please remember that most staff members are involved in working with students and may not be available for private conferences during the school day. When scheduling a conference please let the staff member know your concern or question.

Special Events

Throughout the school year, the school will host special events that allow parents to interact with school staff and students in an informal setting. These range from ice cream socials to literacy nights. Parents will be notified of special events, and we hope you will make every effort to attend.

Keep Us Up-to-Date

It is extremely important that we have current parent contact information. If your address or phone number changes; if you need to designate someone to pick-up or be an additional emergency contact for your child; or if you need to make changes to your child's bus schedule, please contact us as soon as possible so that we can stay in touch and provide you with the best service and communication.

Visiting the School

You are welcome to visit the school, your child's classroom, and the school cafeteria. Please give your student's teacher 24 hours notice of your visit so that he/she can arrange a specific time for the visit, and so that we can avoid times when a visit would be disruptive—such as when tests are being administered. When visiting, parents should be careful to work with teachers and not disrupt the flow of the learning. When visiting the school you will be required to stop at the office to sign in and pick up a visitor's pass. You may also be required to show photo ID.

The Chief Academic Officer has the authority to prohibit the entry of any person to Galileo Charter School or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the Chief Academic Officer is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Picking Up Students

The official school dismissal time is 3:00 p.m. at the North building and 4:00 p.m. at the South building. Classes are in session until these times. At the North building a staff member will be located outside to radio in and have your student escorted out to your vehicle. At the South building you may come inside to retrieve your student, but we ask that all parents and guardians stay by the entrance of the building. This will help eliminate class interruptions at the end of the day.

If students are not picked up from school in a timely manner and no one can be reached to pick them up, they will remain at school. If a student is habitually not picked up on time after school, a letter will be sent to the parents and a referral to Children's Protective Services will be considered.

Advanced notice of student appointments is greatly appreciated. We realize that most appointments are scheduled in advance. A note the day before an appointment is a courtesy your child's teacher will appreciate.

F.O.C.U.S.

Families Organized Creating Unlimited Success

Purpose

F.O.C.U.S. purpose is to identify, organize, and effectively utilize the talents of individuals within the family community of Galileo Charter School on a voluntary basis so as to benefit the individual, our children, F.O.C.U.S., Galileo Charter School, and the greater surrounding community.

Mission

The mission of F.O.C.U.S. is to provide a constructive outlet for the families of Galileo community to communicate proactively and positively amongst themselves, with Galileo staff, and within the greater community to inspire vision, promote accountability, expand the Galileo mission, and facilitate change where needed.

Goals

F.O.C.U.S. will:

- Be an effective family to school and family to community liaison.
- Actively search out and utilize talents with the existing family community on a voluntary basis.
- Keep the quality of education for our children at the highest priority by educating ourselves on the school's mission, the restitution policy of discipline, and the current model of education utilized by the charter.
- Be a visible and presence in the school and within the community at large on a consistent basis.

Volunteering at the School

Families, community members, community organizations, businesses, and other groups are encouraged to volunteer at the Galileo Charter School. Application forms must be completed for anyone volunteering to work with children on an ongoing and continuous basis. The Indiana Code requires that a criminal background check be performed and on file in the school office for each volunteer.

Our school believes that a strong link between home and school is beneficial. Parents can contribute to the school in a number of ways: presenting in classrooms about a job or area of interest, chaperoning fieldtrips, reading to children, having lunch with classes, helping at recess, re-shelving library books, updating bulletin boards, etc. The possibilities are endless! To find out more about volunteer opportunities, please contact community outreach personnel.

Health, Safety, and Wellness

Galileo Charter School is concerned with the health and wellness of our students and recognizes that there is a link between nutrition education, the food served in our school, physical activity, and environmental education, and that wellness is affected by all of these. We also recognize the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. We have, therefore, developed policies and procedures to promote the good health and wellness of our students. We ask that any snacks brought into school meet a certain level of healthiness. To support the wellness efforts of the school, we have a school nurse on staff who parents may contact in the event they might have a question concerning this policy.

Injury and Illness

If your child becomes ill or injured at school, she/he should report this to her/his teacher. The teacher will then send your child to the school nurse or other designated staff member who will determine what action needs to be taken. Any information regarding your child's illness or injury will be treated on a "need to know" basis.

A child with a temperature of 100° degrees or higher will be sent home and should remain at home until his/her temperature has returned to normal (98.6°) for 24 hours without fever-reducing medications.

Children found with live lice in their hair will be sent home and should remain at home school until the condition has been successfully treated with medicated shampoo.

If we determine that your student should not be in school due to illness or injury, the school nurse or administrative office staff will call you. You will be responsible for transporting your student home or for making arrangements for transportation. If your student is to be released to someone other than a parent/guardian, you must notify the school and provide the necessary authorization. Staff members may not transport ill or injured students.

If the student's condition appears to be or becomes such that immediate medical attention is required, Emergency Medical Services will be requested, and their recommendations will be followed. All staff members are CPR certified. The school will not assume any financial responsibility for Emergency Medical Services, emergency transportation, or medical services rendered.

Medications

Our school has strict guidelines regarding the dispensing of any medications to students. If you wish the school to dispense medication to your child, you must bring all medication—both prescription and non-prescription—to the nurse's office so that it can be securely and properly stored. Medication may not be transported on the bus. Medication can only be dispensed by the school nurse or other designated staff member. All administration of medicine will be documented in writing. Any designated employee, who is responsible for administering insulin or a blood glucose test by finger

prick, will receive proper training from the school nurse and such training will be documented in writing by the school nurse and kept in the employee's file.

To dispense **Prescription Medication**, the school must have written permission from a doctor and parent or legal guardian. The pharmacy label can serve as permission from the doctor. The consent of the parent will be valid only for the period specified on the consent form and in no case longer than the current school year. The parent authorization should include the time schedule for administration of medication. If the medication is to be terminated prior to the date on the prescription, the written consent of the parent is required. The written consent of the parent and the written order of the physician will be kept on file.

Prescription medication must be in the original pharmacy container with the pharmacy label bearing date, student's name, name and strength of medication, and directions for administering (frequency, amount, route). In NO INSTANCE may the physician's ordered medication dosage or frequency of administration for prescription medication be altered.

To dispense **Non-prescription Medication**, the school must have written permission from a parent which must include date, student's name, and name of medication. Non-prescription medication must be in original container bearing name of medication, directions for use, recommended dosage, and manufacturer's expiration date (if appropriate). The medication container must be labeled with student's name (use permanent ink).

In NO INSTANCE may the manufacturer's recommended dosage or frequency of administration for non-prescription medications be exceeded, unless a written note from the physician, stating that the medication may be given, is presented with the medication.

Exposure Control

Galileo Charter School has an exposure control plan for the handling of blood and bodily fluids by school personnel. Students should be advised that they should not come in contact with blood and/or bodily fluids to protect themselves from communicable diseases such as HIV, Hepatitis B virus, etc. If exposed, students should immediately contact a member of the school staff for proper and safe cleaning.

Child Abuse Policy and Procedures

Our school fully complies with all state requirements to immediately report suspected and reported child abuse. To assure compliance, our school has developed a Sexual Abuse/Harassment Policy with Procedures; has developed guidelines to protect children from potential abuse; requires criminal background checks for all employees and volunteers; and provides employees and volunteers who work with children training regarding the signs of child abuse and reporting procedures for all suspected and reported abuse.

Physical Education

Believing in the value of physical education, Galileo provides daily recess and regular physical education classes overseen by the school's physical education teacher. All students will be required to participate in daily outdoor recess unless the temperature is below 20 degrees or it is raining or snowing. Students are not permitted to stay inside for more than three days without a doctor's note. Coats stay on unless permission is given otherwise. Students should wear clothes and shoes that are appropriate for recess and physical education classes.

Nutrition

Galileo is committed to providing students with nutritious meals and teaching students the basics of good nutrition and health. In addition to instruction on a variety of health-related subjects, the school also offers healthful "mystery" foods throughout the year for students to actually try. The goal is for students to be better informed about good nutrition and health habits and to be more open to trying new foods. To support our efforts to maximize student health and nutrition, we have guidelines about bringing food into the school.

If you intend to eat lunch with your child and to bring a meal, please refrain from bringing in "unhealthy" foods that contradict our wellness policy. Cheeseburgers and french fries are examples of unhealthy lunch options. For more details about good food choices to bring to your child please contact the school nurse or the main office for more information.

If you intend to bring food items for your child's class, you must check with your child's teacher for an exact number of children in the classroom and the manner of distribution. Instruction time cannot be sacrificed in order to pass out treats. We will not distribute items unless there is enough for every student in the class and we will not distribute items unless it can be done in a way that does not disrupt class instruction. We cannot allow unhealthy food that contradicts our wellness policy; so, no cakes, candy, etc. No homemade food will be allowed, store bought items only. All store bought items must arrive sealed in their original packaging. Also, please be mindful that some children have certain food allergies. It is a good idea to check with the classroom teacher before purchasing items to ensure everyone can enjoy the snacks.

Building Safety

Our school provides a small and well-controlled environment to help insure the safety of students. Students are never unsupervised, our buildings are locked at all times during the school day, both buildings have cameras covering all common areas inside and outside of the buildings, all alarms and safety devices are inspected regularly, and all staff and students are instructed in procedures to follow in the event of various emergency situations.

Weather Emergencies

On occasion it may be necessary for the school to close or delay opening because of weather conditions. Please do not call the school or school officials if a closing seems possible. Please listen to one of the following radio or television stations in the area for this information.

RADIO		TELEVISION		
Station	Frequency	Station	Channel	Cable
WKBV	1490 AM	WHIO	7	7
WFMG	101.3 FM	WRTV	6	42
WHON	930 AM	WTHR	13	13
WQLK	96.3 FM	WXIN	59	n/a
WLW	700 AM			
WHIO	1290 AM			
WMUB	88.5 FM			

The school will also notify families of school closings by using The OneCall Now automated phone system. This service will dial the number the school has on file for each parent and deliver automated messages about closings, delays and school events. Please make sure that the school has your most current phone number

If you are unable to be home at the time of an emergency closing, you are expected to prearrange a location where your child will receive temporary care.

Other Emergencies

Our school has a detailed plan for addressing various crisis situations. The plan was developed with the emergency agencies in the area, is practiced, and is complete in all ways. The following emergency/disaster situations are addressed in the safety plan:

- Serious accident, injury or illness
- Fire
- Tornado
- Earthquake
- Severe winter weather / winter storm
- Flood
- Bomb Threat
- Intruders with intent to harm
- Terrorism

School Activities

Galileo Charter School offers a variety of special school activities during and after the school day. These include field trips, assemblies and numerous extra-curricular activities.

Field Trips

Our school encourages the valuable learning opportunities that can be provided by field trips. Students will go on field experiences within and outside the Richmond area as a general part of their education. In accordance with Galileo policies, field trips must tie into the curriculum and meet state standards. Details concerning field trips—including date, times, destination, transportation and meal arrangements, chaperone needs, and charge (if any)—will be shared with parents/guardians as the trips are planned. Permission slips signed by a parent or guardian will be required for each field trip away from the school.

Assemblies

Galileo often organizes student assemblies that feature presentations and speakers from outside of the school. Parents are welcome to attend these events and are encouraged to offer any suggestions for possible assembly presentations that would contribute to the education of our students.

Extra-Curricular Activities

Extra-curricular activities offer students the opportunity to improve their academic and social skills and to participate in physical activities. Some of the wide variety of activities that Galileo expects to offer this year include the following:

- Gospel Choir
- Boy Scouts
- Kung Fu
- America Reads
- Praise Dancing
- Nature Classes
- Girls and Boys Basketball
- Math Bowl
- Boston Run

As these and additional activities are set to begin, students and parents will be notified.

Extra-curricular activities are strongly encouraged by the school but require a serious commitment from students and parents. Here are some of the expectations for students who participate in extra-curricular activities:

- When a student signs up to participate in an extra-curricular activity, she/he is expected to be present whenever the activity group meets and to come appropriately dressed and ready to participate in all practices, events, outings, games, or concerts. Most activities require participation after school and some require participation on weekends and evenings. Students should understand and be willing to meet the expectations for the chosen activity.

- Students must follow the directions of the activity director. Disruptions and inappropriate behavior will detract from the enjoyment of the activity by other students and could result in the student being removed from the activity group. Remember, many extra-curricular activities are led by volunteers who are giving their time to your student; in return, they deserve your student's cooperation and respect.
- Parents must be prepared to provide transportation for students who participate in activities. This means picking up students when activities are scheduled to end and providing transportation to all weekend and evening events when transportation is not provided by the school.
- Some activities will require permission forms from parents. These must be returned in a timely manner so that there is no risk of your child not being able to participate in outings, games, concerts, or other events.

Parent/Guardian Rights and Responsibilities

Listed below are what parents have a right to expect from our school and what our school has a right to expect from parents.

Parents/Guardians have the right to:

- be treated with courtesy and respect by all members of the school staff, regardless of race, creed, national origin, economic or housing status, sex, or age;
- be informed of academic requirements, school policies and administrative decisions affecting their child, and approved procedures for seeking changes in school policies and for appealing administrative decisions;
- be informed of their child's school progress and welfare;
- be informed of the full range of programs and services available to Galileo Charter School students, including those offered through special education;
- inspect their child's cumulative record and implement procedures to remove or correct any false or misleading statements in conformity with current guidelines established by the state and federal governments;
- organize and participate in organizations for parents.

Parents/Guardians have the responsibility to:

- ensure that the school always has accurate and up-to-date emergency contact information;
- make every effort to provide for the physical, emotional and intellectual needs of their child;
- see that their child attends school regularly and is on time;
- know and follow school requirements and procedures;
- read and refer to the school handbook;
- read the school newsletter and other communications from the school;
- encourage and lead the child to develop proper study habits at home;
- attend parent teacher conferences and other important school meetings;
- discuss problems with appropriate persons;
- work for the success and improvement of the school.

Student Records

Parents have the right to see all records that pertain to their child. If you desire to view your child's records, contact the school administrative assistant or Chief Academic Officer. Student records may not leave the office area. You will be given a private area to view the records. All student records are kept in the main office and are kept confidential. No files may be removed from the office without the expressed consent of the Chief Academic Officer or designee. Special education documents are housed in a locked cabinet in the care of the Special Education Coordinator. Only authorized instructional and support providers who deal directly a child may view that child's records. No information can be shared publicly in any way without expressed written permission of the parent or guardian.

Special Education

Parents of students identified with disabilities have certain legal rights. Parents who suspect that a child may have a disability have the right to request testing and can do so by contacting the Chief Academic Officer. A student is eligible for special education services if there is presence of a disability, lack of effective progress and the need for specialized instruction. Galileo Charter School offers a full range of services for students with special needs. We are committed to providing all children a free and appropriate education in the least restrictive environment. We are proud to serve our children in a highly engaging, inclusive environment. Classrooms are staffed with highly qualified teachers and assistants who are dedicated to supporting all learners. In addition, we have a talented team of special educators and clinicians who provide direct instruction and work collaboratively with classroom teachers to better serve all students. Our occupational therapist, school psychologist and speech and language specialists provide excellent services to students and serve as resources to our staff and families. Special education is provided in accordance with state and federal laws.

Title 1 (NCLB) Requirements

Each school will provide, at the parents' request, information regarding the professional qualifications of their child's classroom teacher(s), including the following information:

- The teacher's licensing criteria for the grade level or subject area in which the teacher is providing instruction.
- Whether the teacher is teaching under an emergency or provisional permit in the State of Indiana.
- The most recent baccalaureate degree major of your child's teacher and the field of discipline of that degree.
- The qualification of any paraprofessional who works with your child.

This information will be given upon request in a timely manner and in an understandable and uniform format and provided in a language that you can understand.

Non-Custodial Parent Rights

A non-custodial parent may have access to his/her child's student record. Galileo Charter School will follow the law and the regulations developed by the Indiana Department of Education when providing student records to parents who do not have physical custody of their children ("non-custodial parents").

A non-custodial parent is eligible to obtain access to her/his child's student record unless:

- The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent
- The parent has been denied visitation or has been ordered to supervised visitation
- The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record

To obtain access, the non-custodial parent must submit a written request for the student record to the Chief Academic Officer who will begin the process to confirm the non-custodial parent's right of access to the requested record.

Miscellaneous Information

Respect of Beliefs and Values

School personnel will honor written requests from parents that their children be excused from participation in any activity or usage of curriculum materials that are contrary to their religious beliefs or personal values unless there is a compelling concern which would prevent such a release. A reasonable alternative activity will be provided for any student so excused.

Home Parties and Invitations

We discourage students from inviting other students to home parties or events in a public way that will make those students not invited feel hurt. If you would like to send invitations to school with your child they must be for the entire class.

School Parties

Schools traditionally have many parties that are seasonal in nature. Our school is not a traditional school. While we will have celebrations and will honor certain occasions, please do not expect traditional seasonal parties on a regular basis. Small class recognitions of birthdays will be left to the classroom teacher's discretion, but may not take away from instructional time.

Birthday Celebrations

In order to provide optimum learning time, classroom birthday parties and special deliveries are not permitted at school. The school is not permitted to release student addresses or phone numbers. Birthdays are a very special occasion for children. The staff enjoys acknowledging this day for our students. However, we do not allow any type of food or treat containing sugar at school for a child's birthday.

Fundraising

Typically fundraisers for the school are conducted through our Parent Group. Parents should not take it upon themselves to conduct fundraisers for the school without prior approval from the Chief Academic Officer or designee. We expect the guidelines of our wellness policy to be followed in regard to any food/candy sales.

Fundraising Programs

All supporters of Galileo Charter School can contribute monetarily to the school by participating in the following fundraising programs that pay the school cash for box top and labels from designated products:



- **Box Tops for Education** allows the school to earn cash for each box top clipped from products by Cottonelle, Huggies, Pull-ups, Betty Crocker, Bisquick, Green Giant, Pillsbury, Totino's, Hamburger Helper, Chicken Helper, Tuna Helper, Old El Paso, Kleenex, Scott, Viva, Yoplait, Avery, Hi-Liter, Ziploc, Hefty, and General Mills. Look for the Box Tops for Education logo. The collection box is in the office.

- **Labels for Education** is a similar program that pays the school for labels collected from Campbell's, Franco-American, Pepperidge Farm, Swanson, V-8, Prego, and SpaghettiO's products. The collection box is in the school office.



PARENTS CAN MAKE THE DIFFERENCE

Parents can help their children reach their full potential in school. The home environment and the quality and quantity of time spent with your child(ren) can make the difference. Here are some ideas:

- Provide a suitable space for study and work
- Praise your child for the work shown to you
- Help your child organize his or her work
- Help your child be responsible for coming to school prepared
- Set reasonable standards of behavior and help your child meet them
- Communicate your problems or concerns to the teacher or C.A.O.
- Participate in school-sponsored activities with your child
- Make sure your child gets healthy meals, enough sleep, and good exercise
- Avoid comparing your child to brothers, sisters and friends
- Limit and monitor the television programs watched by your child(ren)
- Encourage reading! Help your child find worthwhile reading materials

Many thanks for your cooperation, interest, and involvement. We look forward to seeing you often throughout the coming year. We wish you and your family a most successful year. Together we can make it all happen! In an effort to ensure a true commitment we ask that all staff, parents/guardians, and students sign and return the attached Commitment to Excellence forms. These forms describe the level of commitment that all parties at Galileo are expected to put forth.



Galileo Charter School

COMMITMENT TO EXCELLENCE

Staff

The members of the Galileo Charter School Family strive to exhibit our four core values in all that we do. We support and hold one another accountable in living our values every single day.

Determination

- I have the ability to overcome challenging situations, and I must never give up but instead identify the necessary resources in myself or my community to make the impossible possible.

Family

- I will be a positive contributor to my community, understanding that we are all interconnected and it is our collective responsibility to improve our world.

Potential

- I will operate with a positive mindset, assuming the best in other people and finding the hope and opportunity in every situation.

Honesty

- I respect myself and others in my words and actions by operating in a way that positively reflects my beliefs and values.

Staff Commitment

Without taking shortcuts, I commit fully to Galileo Charter School in the following ways:

- I will work my hardest to meet Galileo Charter school academic, intellectual and character expectations
- I will be honest about my actions and accept responsibility when I make mistakes
- I will always work, think and behave in the best way that I know how and I will do whatever it takes for all students and me to learn
- I will communicate appropriately with all of my colleagues and give everyone my respect
- I will behave so as to protect the safety, interests and rights of all individuals in the school
- I will make myself available to parents and students for any concerns they may have
- I will remain at Galileo Charter School until there are no children under my supervision
- If I am absent for any reason, I will call the school 2 hours prior to my start time. If I know that I will be absent on a specific day I will submit a staff absence during the expected time
- I will follow the Galileo Charter School rules and dress code as outlined in the Staff Guidebook
- I will do my best to live the Galileo Charter School core values each and every day and model these for all students
- I understand that Galileo Charter School is a College Prep School of choice focusing on literacy, character development and self esteem
- I will maintain a safe environment for my students and team members
- I will actively collaborate with colleagues and continue to "think outside the box."
- I will set professional goals and strive to meet them.
- I will model appropriate behavior for all members of the Galileo community (students, families, staff, etc.)
- I will commit to the FISH! philosophy as outlined in our staff training
- I will provide students with rigor and relevance with all assignments
- I will be available to participate in the minimum required percentage of Galileo functions as outlined by the Community Outreach Team.
- I will model the Galileo expectations (mission, vision, 7 Rules of Success, and restitution).

I understand that as a member of a team and a family, it is important for me to meet these commitments or there will be additional interventions and support by school leaders. I will work to learn from my choices and I understand that if all possible interventions are still not leading to improvements in my decision-making, there is the possibility of consequences, which could result in removal from the Team..

Signature:_____ Date:_____



Galileo Charter School

COMMITMENT TO EXCELLENCE

Parent – Guardian

The members of the Galileo Charter School Family strive to exhibit our four core values in all that we do. We support and hold one another accountable in living our values every single day.

Determination

- I have the ability to overcome challenging situations, and I must never give up but instead identify the necessary resources in myself or my community to make the impossible possible.

Family

- I will be a positive contributor to my community, understanding that we are all interconnected and it is our collective responsibility to improve our world.

Potential

- I will operate with a positive mindset, assuming the best in other people and finding the hope and opportunity in every situation.

Honesty

- I respect myself and others in my words and actions by operating in a way that positively reflects my beliefs and values.

Parent / Guardian Commitment

Without taking shortcuts, I commit fully to Galileo Charter School in the following ways:

- I will help my child the best way I know how
- I will do whatever it takes to help my child master Galileo Charter School's expectations
- I will be responsible for the actions of my child
- I will make myself available to my child and to the school as needed. When problems arise, I will approach all staff members calmly with questions, knowing that every adult has my child's best interest at heart
- I will carefully read all information the school sends home and hold onto it when necessary
- I will check my child's homework to ensure that it is complete and sign appropriate documents every night
- I will ensure that my child calls the teacher when there are problems with homework
- I will notify the school no later than 7:30 am (K-3/North) or 8:30 am (4-6/South) if my child will miss school and I will allow my child to call his/her teachers to get missing work
- I will ensure that my child arrives at Galileo Charter School by 7:00 am (K-3/North) or 8:00 am (4-6/South) Monday – Friday or boards a Galileo Charter School bus at the scheduled time
- I will arrange for my child to remain at Galileo Charter School until 3:00 pm (North) or 4:00 pm (South) Monday-Friday
- I will arrange for my child to attend Galileo Charter School on appropriate Saturdays from 8:00 am to 12:00pm
- I will ensure that my child attends Galileo Charter School Summer School
- I will allow my child to go on the Galileo Charter School field lessons that he/she earns
- I will ensure that my child follows the Galileo Charter School dress code as described in the Family Handbook

I understand that, as a member of a team and a school family, it is important for me to meet these commitments. I understand that students, family members, teachers, staff members, and school leaders are important to making Galileo a school of excellence. I am committed to my student(s) and to my Galileo family.

Signature: _____

Date: _____



Galileo Charter School

COMMITMENT TO EXCELLENCE

Student

The members of the Galileo Charter School and Family strive to exhibit our four core values in all that we do. We support and hold one another accountable in living our values every single day.

Determination

- I have the ability to overcome challenging situations, and I must never give up but instead identify the necessary resources in myself or my community to make the impossible possible.

Family

- I will be a positive contributor to my community, understanding that we are all interconnected and it is our collective responsibility to improve our world.

Potential

- I will operate with a positive mindset, assuming the best in other people and finding the hope and opportunity in every situation.

Honesty

- I respect myself and others in my words and actions by operating in a way that positively reflects my beliefs and values.

Student Commitment

Without taking shortcuts, I commit fully to Galileo Charter School in the following ways:

- I will work my hardest to meet Galileo Charter School academic, intellectual and character expectations
- I will be honest about my actions and accept responsibility when I make mistakes
- I will always work things out and behave in the best way that I know how and I will do whatever it takes for my fellow students and me to learn
- I will communicate appropriately with all of my classmates and teachers and give everyone my respect
- I will behave so as to protect the safety, interests and rights of all individuals in the classroom
- I will raise my hand and ask questions in class until I understand something
- I will complete all of my homework every night
- I will call my teachers when I have problems with homework
- I will make myself available to my family and teachers for any concerns they may have
- I will arrive at Galileo Charter School every day School by 7:00 am (K-3/North) or 8:00 am (4-6/South) Monday – Friday or board a Galileo bus at the scheduled time
- I will remain at Galileo until 3:00 pm (North) or 4:00 pm (South) Monday-Friday
- I will come to Galileo Charter School on appropriate Saturdays at 8:00 am and remain until 12:00 pm
- I will attend Galileo Charter School Summer School
- I will follow the Galileo Charter School rules and dress code as outlined in the Family Handbook
- I will do my best to live the Galileo Charter School core values each and every day

I understand that, as a member of a team and a school family, it is important for me to meet these commitments. I understand that students, family members, teachers, staff members, and school leaders are important to making Galileo a school of excellence. I will work to learn from my choices. I am committed to being my best self for me, my family, and my Galileo team.

Signature: _____

Date: _____

Galileo Charter School Technology Plan 2011-2012

(Exerpts of Galileo's Technology Plan)

Vision Statement

Galileo Charter School will demonstrate best practices in public education for K-6 students. Teachers and staff at Galileo Charter School will demonstrate the use of educational and informational technology. Students will exhibit mastery of basic technology skills. These skills include: Microsoft Word, Microsoft Excel, and Microsoft PowerPoint along with safely being able to navigate the World Wide Web.

Goals

- Student in grades 4-6 will make use of netbooks on a daily basis.
- Students in grades K-3 will utilize the netbooks or desktop computers on a daily basis.
- Teachers will creatively use the SMART Boards three days a week.



Use of Computers and Technology

- Students will use Microsoft Word for creating and publishing stories, outlines, and reports.
- Students will create and present PowerPoint presentations for final projects incorporated into project-based learning.
- Teachers will utilize SMART Boards to enhance daily instruction.
- Students in grades K-6 will utilize individual netbooks to enhance their learning experience.
- Students in grades K-3 will utilize desktop computers in each classroom to meet their educational needs.
- Projecting devices, digital cameras, and other computer software will enhance students' learning, taking into consideration levels of performance, and students with special needs and learning styles.
- Teachers incorporate Study Island, a research-based Internet program that provides instruction, practice, and assessment to build, re-teach and/or reinforce skills taught in the curriculum. This will allow teachers to easily differentiate activities based on individual student ability, educational need, interests, and current skills.



We have a Parent Resource Center for YOU!

Who: Parents and guardians of Galileo students.

What: An information hub and resource room with four desktop computers for your use.

Where: At the North Building, 777 North 12th Street.

When: During school hours, 7:30 a.m. to 3:00 p.m., Monday through Friday; workshop times as announced.

Why: The resource center is a place you can get information on our school, curriculum, and resources. Also, it is a space for you to attend workshops and have access to technology-based resources.

How: Buzz into the door of the school and sign the guest book at the office window. You will be given a visitor pass. The Parent Resource Center is across the hall from the office.

Assessment

- The netbooks will be used for NWEA benchmark testing for grades 4-6 three times a year (Fall, Winter, and Spring).
- The desktops computers will be used for NWEA benchmark testing for grades K-3 three times a year (Fall, Winter, and Spring).
- The netbooks will be used by teachers and highly qualified instructional assistants to complete benchmark and progress monitoring for mClass testing (K-2) and Acuity testing (3-6).
 - These assessments will be completed on an individual basis.
 - The benchmark assessments will be completed three times a year (Fall, Winter, and Spring) with progress monitoring completed monthly (Strategic students) and bi-weekly (Intensive students).

Software for Netbooks

- The following software will be needed for student netbooks:
 - Microsoft Office (Word, PowerPoint, and Excel)—to create and publish writing assignments, projects presentations, etc.
 - Use of Internet Explorer (with appropriate blocks)—to utilize Study Island and complete research projects
 - Scholastic Reading Inventory—to enhance Scholastic Reading Counts and assess students' comprehension skills
 - Ellis (all levels)—to assist ELL students in learning English
 - TestTaker (NWEA)—to complete benchmark assessments three times a year
 - Music Ace—to allow students an opportunity for music education
 - Adobe Reader—to view teacher created documents
 - Anti-virus software—to ensure that netbooks are safe and long-lasting
 - Kidspiration/Inspiration—to allow students to create concept maps for writing, projects, presentations, etc.



Software for Desktops

- The following software will be needed for student desktop computers:
 - Microsoft Office (Word, PowerPoint, and Excel)—to create and publish writing assignments, projects presentations, etc.
 - Use of Internet Explorer (with appropriate blocks)—to utilize Study Island and complete research projects
 - Scholastic Reading Inventory—to enhance Scholastic Reading Counts and assess students' comprehension skills
 - Ellis (all levels)—to assist ELL students in learning English
 - TestTaker (NWEA)—to complete benchmark assessments three times a year
 - Music Ace—to allow students an opportunity for music education
 - Adobe Reader—to view teacher created documents
 - Anti-virus software—to ensure that netbooks are safe and long-lasting
 - Kidspiration/Inspiration—to allow students to create concept maps for writing, projects, presentations, etc.

Galileo Charter School

777 North 12th Street - Richmond, IN 47374
Telephone: 765-983-3709
Facsimile: 765-983-3735
Email: community@galileocharterschool.org



Galileo Charter School Family Handbook Notification Page

I, _____, have received a copy of the family handbook.
(Printed Parent/Guardian Name)

I understand that it is my responsibility to read the information in the handbook and that the rules and regulations in the handbook will be enforced in both buildings. If I have any questions regarding the information in the handbook, I need to contact the building administration. If I have any concern about the enforcement of the expectations and guidelines, I need to first contact my child's teacher.

Student's Name(s): _____

Current Grade(s): _____

In addition, I have read the Parent Right to Know information entitled "Title I (NCLB) Requirements" on page 32.

Date

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

SCHOOL FOOD SAFETY PROGRAM



8/1/2011

Galileo Charter School 2011-2012

The *Galileo School Food Safety Program* is updated for the 2011-2012 School Year. This handbook is a resource, policy, and procedure manual for our school.

School Food Safety Program

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REQUIREMENTS OF SCHOOL FOOD SAFETY PROGRAMS

Every school food safety program must have 1) all documented SOPs, and 2) a written plan at each school food preparation and service site for applying HACCP principles.

Hazard Analysis and Critical Control Point (HACCP) principles provide a “systematic approach to construct a food safety program designed to reduce the risk of foodborne hazards by focusing on each step of the food preparation process – from receiving to service” (USDA Food and Nutrition Service. 2005, June. *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles*).

INITIAL STEPS

Establishment of School Food Safety Program Team

The following Galileo Charter School staff participated on the school food safety program implementation team during Spring 2011: Courtney Breitenbach, Brandy Cooper, Mike Current, Rebekah Graham, Diana Keiser, Paul Runyon, and Jan Tyler.

Operational Description of Foodservice Program and Facilities

Overview of Program

This school food safety program was developed in March 2011 by the seven-member school food safety team at Galileo Charter School in Richmond, Indiana. The program follows the USDA guidance on developing a food safety program based on the process approach to HACCP.

Galileo Charter School serves food at two sites—North in the cafeteria at Townsend Community Center adjacent to the North 12th Street Grades K – 3 school facility and South in the cafeteria/gym in the South 5th Street Grades 4 – 6 school facility. Galileo Charter School foodservice staff members include a Dean of Students who supervises foodservice operations and four foodservice/cafeteria workers. Two cafeteria staff members are assigned to each building.

Meals are vended by Richmond Community Schools Food Service Department. Galileo Charter School receives monthly calendars of meals for distribution to students/families and school staff. Menus are available in both English and Spanish.

Galileo Charter School advises Richmond Community Schools Food Service of students with allergies or special food considerations. A separate menu is prepared for these students and substitutions are provided by Richmond Community Schools.

Average Daily Meal Participation

North Breakfasts 105

South Breakfasts 70

North Lunches 130

South Lunches 80

Kitchen Equipment

North

1 Reach-in Refrigerator with Freezer

1 Milk Cooler Chest

1 Oven

1 Cambro Insulated Food Pan Carrier/Transport

South

1 Reach-in Refrigerator with Freezer

1 Milk Cooler Chest

1 Oven

1 Cambro Insulated Food Pan Carrier/Transport

Assessment of Current Foodservice Program Operation

Overview

As of March 2011—the initial drafting of this program document—Galileo worked toward revising the foodservice program. School staff implemented a corrective action response plan as a result of Coordinated and Program Reviews of the National School Lunch Program by the Indiana Department of Education's Office of School and Community Nutrition in December 2010. For the 2011-2012 school year, Galileo will build on lessons learned, continue to follow food safety policy, and monitor food safety procedures.

Operation Monitoring During SFSP Development and Implementation

After the December reviews and after receiving the IDOE review findings notification, Galileo staff worked to develop processes for providing school meals according to federal and state requirements. Monitoring resources such as equipment, log documents, and observations were acquired and utilized to ensure accurate, timely, and documented procedures.

From January to June, the school nurse conducted random spot checks of facilities and documented the findings. Spot check inspections were distributed to members of the SFSP team for review and discussion. During the June 2011 Food Safety Program annual review, school staff on the review team documented reoccurring findings from the spot checks in order to make changes for the new school year.

The SFSP implementation process required us to look critically at our foodservice program overall, including how we trained foodservice staff and provided the process support for them to do their jobs effectively. Now that we have been through one cycle of the food safety, monitoring, and review process, the school is positioned to uphold the high standards for food safety that ensures the health and well-being of our students.

SEVEN STEPS OF SCHOOL FOOD SAFETY

Child Nutrition Reauthorization 2010: Enhancing the SFSP

Public Law 111-296, The Healthy, Hunger-Free Kids Act of 2010, requires that “the school food safety program based on Hazard Analysis and Critical Control Point (HACCP) principles be applied to any facility or part of a facility in which food is stored, prepared or served for the purposes of the NSLP, SBP or other FNS program” (USDA Memo SP 37-2011, 18 May 2011).

The USDA requires that “food safety programs must be reviewed to ensure that standard operating procedures for safe food handling are updated to include any facility or part of a facility where food is stored, prepared, or served, such as on school buses, in hallways, school courtyards, kiosks, classrooms, or other locations outside the cafeteria” (USDA Memo SP 37-2011, 18 May 2011).

Step One: Standard Operating Procedures (SOPs)

Food safety Standard Operating Procedures cover the categories of general safety considerations; personnel; product procurement; receiving; storing; transporting; holding; preparation; cleaning/sanitizing; cooking and documenting temperatures; cooling; and reheating.

The Standard Operating Procedures for Galileo Charter School are listed below. Each SOP is attached in this food safety program document. Galileo foodservice employees are required to complete initial SOP and food safety training upon hire. Throughout the year, foodservice staff continues to participate in ongoing training related to SOPs, food safety, and corrective actions.



Facility-wide SOP: Cleaning and Sanitizing Food Contact Surfaces

PURPOSE: To prevent food borne illness by ensuring that all food contact surfaces are properly cleaned and sanitized.

SCOPE: This procedure applies to foodservice employees and custodial staff involved in cleaning and sanitizing food contact surfaces.

SUPPLIES: Soap and water mixture; bleach water mixture; ph strips; bucket; clean cloths; Cleaning and Sanitizing Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Follow manufacturer's instructions regarding the use and maintenance of equipment and use of chemicals for cleaning and sanitizing food contact surfaces. Refer to Storing and Using Poisonous or Toxic Chemicals SOP.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Wash, rinse, and sanitize food contact surfaces of sinks, tables, equipment, utensils, thermometers, carts, and equipment:
 - Before each use
 - Any time contamination occurs or is suspected
- Wash, rinse, and sanitize food contact surfaces of sinks, tables, equipment, utensils, thermometers, carts, and equipment using the following procedure:
 - Wash surface with detergent solution.
 - Rinse surface with clean water.
 - Sanitize surface using a sanitizing solution mixed at a concentration specified on the manufacturer's label. **[Concentration = 1 tablespoon 6% bleach with 1 gallon water]**
 - Place wet items in a manner to allow air drying.

MONITORING:

Foodservice employees will:

- During all hours of operation, visually and physically inspect food contact surfaces of equipment and utensils to ensure that the surfaces are clean.

Foodservice supervisor will:

- Visually and physically inspect food contact surfaces of equipment and utensils to ensure that the surfaces are clean.
- Inspect storage of chemicals, ensure proper disposal and placement of cleaning equipment, and provide ample supplies for this SOP.

CORRECTIVE ACTION:

Foodservice employees will:

- Wash, rinse, and sanitize dirty food contact surfaces.
- Sanitize food contact surfaces if it is discovered that the surfaces were not properly sanitized.
- Discard food that comes in contact with food contact surfaces that have not been sanitized properly.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record monitoring activities and any corrective action taken on the Food Contact Surfaces Cleaning and Sanitizing Log.

Foodservice supervisor will:

- Verify that foodservice employees have tested the sanitizer concentration by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating the Food Contact Surfaces Cleaning and Sanitizing Log.

[Retain Food Contact Surfaces Cleaning and Sanitizing Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004).

DATE IMPLEMENTED: March 25, 2011

DATE REVIEWED: March 26, 2011

DATE REVISED: March 30, 2011

BY: SFSP Implementation Team

BY: GCS Foodservice Staff

BY: SFSP Implementation Team



Facility-wide SOP: Handling a Food Recall

PURPOSE: To prevent food borne illness in the event of a product recall.

SCOPE: This procedure applies to foodservice employees who prepare or serve food.

SUPPLIES: Self-adhesive labels; permanent marker; Damaged and Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Review the food recall notice and specific instructions that have been identified in the notice.
- Communicate the food recall notice to feeding sites.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Hold the recalled product using the following steps:
 - Physically segregate the product, including any open containers, leftover product, and food items in current production that items contain the recalled product.
 - If an item is suspected to contain the recalled product, but label information is not available, segregate item and contact foodservice vendor/provider.
- Mark recalled product “Do Not Use” and “Do Not Discard.” Inform the entire staff not to use the product.
- Do not destroy any USDA commodity food without official written notification from the State Distributing Agency, USDA Food Safety Inspection Services (FSIS), or State or local health department.
- Inform the foodservice supervisor and food service vendor.
- Verify that the food items bear the product identification code(s) and production date(s) listed in the recall notice.
- If food items bear the product identification code and date, write down the amount of product that is returned to the food service vendor.

MONITORING:

Foodservice employees will:

- Visually observe that school sites have segregated and secured all recalled products.

Foodservice supervisor will:

- Visually observe that school sites have segregated and secured all recalled products.

CORRECTIVE ACTION:

Foodservice employees will:

- Determine if the recalled product is to be returned to the foodservice vendor or destroyed.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.
- Determine if the recalled product is to be returned to the foodservice vendor or destroyed.
- Consolidate the recall product as quickly as possible, but no later than 30 days after the recall notification.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record the name of the contaminated food, date, time, and the reason why the food was discarded on the Damaged or Discarded Product Log.

Foodservice supervisor will:

- Visually monitor foodservice employees during the shift and verify that appropriate corrective actions are being taken by reviewing, initialing, and dating the Damaged or Discarded Product Log each day.

[Retain Damaged or Discarded Product Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004).

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Adapted from: National Food Service Management Institute. (2002). *Responding to a Food Recall*. University, MS: Author.



Facility-wide SOP: Personal Hygiene

PURPOSE: To prevent contamination of food by foodservice employees.

SCOPE: This procedure applies to foodservice employees who handle, prepare, or serve food. It also applies to any school staff working in the cafeteria area.

SUPPLIES: Soap and water; hairnet; disposable gloves; GCS foodservice jacket; Damaged or Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Follow the Employee Health Policy.

PROCEDURES FOR FOODSERVICE EMPLOYEES & SCHOOL STAFF IN CAFETERIA:

- Report to work in good health, clean, and dressed in clean attire.
 - Wear clean GCS uniform jacket. Change jacket when it becomes soiled.
- Wear suitable and effective hair restraints while in the kitchen.
- Wash hands properly, frequently, and at the appropriate times.
 - Keep fingernails trimmed, filed, and maintained so that the edges are cleanable and not rough.
 - Avoid wearing artificial fingernails and fingernail polish.
 - Wear single-use gloves at all times if artificial fingernails or fingernail polish are worn.
 - Do not wear any jewelry except for a plain ring such as a wedding band.
- Treat and bandage wounds and sores immediately. When hands are bandaged, single-use gloves must be worn.
 - Cover a lesion containing pus with a bandage. If the lesion is on a hand or wrist, cover with an impermeable cover such as a finger cot or stall and a single-use glove.
- Eat, drink, use tobacco, or chew gum only in designated break areas where food or food contact surfaces may not become contaminated.

MONITORING:

Foodservice employees will:

- Inspect other foodservice employees when they report to work to be sure that each employee is following this SOP. Ensure that school staff in cafeteria area wash hands and wear gloves prior to assisting students with food items.

- Monitor all foodservice employees to verify adhering to the personal hygiene policy during all hours of operation.

Foodservice supervisor will:

- Inspect employees when they report to work to be sure that each employee is following this SOP.

CORRECTIVE ACTION:

Foodservice employees will:

- Discard affected food—any food that came in contact with ungloved hands, exposed to open wound, or when visibly contaminated.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record any discarded food on the Damaged or Discarded Product Log.

Foodservice supervisor will:

- Verify that foodservice employees are following this SOP by visually observing the employees during all hours of operation and by reviewing, initialing, and dating the Damaged or Discarded Product Log daily.

[Retain Damaged or Discarded Product Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004), pp. 29-30 (410IAC7-24-132, 410IAC7-24-133, 410IAC7-24-134, 410IAC7-24-135, 410IAC7-24-136, 410IAC7-24-137, 410IAC7-24-138).

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Facility-wide SOP: Receiving Deliveries

PURPOSE: To ensure that all food is received fresh and within the proper temperature range.

SCOPE: This procedure applies to foodservice employees who handle or serve food.

SUPPLIES: Self-adhesive labels; permanent marker; Receiving Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to this SOP.
- Follow State health department guidelines.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Post the delivery schedule, including the names of vendors, days and times of deliveries, and drivers' names.
- Organize freezer and refrigeration space and storage areas before deliveries.
- Gather product specification lists and menus, temperature logs, calibrated thermometers, pens, flashlights, and clean loading carts before deliveries. Refer to the Using and Calibrating Thermometers SOP.
- Keep receiving area clean and well-lighted.
- Do not touch ready-to-eat foods with bare hands.
- Mark food with delivery date.
- Compare delivery invoice against products ordered and products delivered.
- Transfer foods to their appropriate locations as quickly as possible.
- Reject any delivered food that is out of the safety temperature range or has visible damage.

MONITORING:

Foodservice employee will:

- Visually observe that all foods have been delivered intact and are within the safe temperature range.

CORRECTIVE ACTION:

Foodservice employee will:

- Reject any food that is contaminated or not within the safe temperature range.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.
- Contact the food vendor to correct any issues with food delivery problems.
- Contact the Business Manager to correct any charges of food that had to be rejected.

VERIFICATION AND RECORD KEEPING:

Foodservice employee will:

- Record all delivered food in the Receiving Log.
- Record all food that is rejected in the Receiving Log, making special note of the rejection in the Corrective Action column.

Foodservice supervisor will:

- Verify that foodservice employees are following this SOP by visually observing the employees during deliveries and by reviewing, initialing, and dating the Receiving Log daily.
[Retain Receiving Log for at least 1 year.]
- Complete the Food Safety Checklist daily.
[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServeSafe; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004).

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Facility-wide SOP: Serving Food

PURPOSE: To prevent foodborne illness by ensuring that all foods are served in a sanitary manner.

SCOPE: This procedure applies to foodservice employees who serve food.

SUPPLIES: Soap and water; hairnet; disposable gloves; GCS foodservice jacket; Damaged or Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train foodservice employees on using the procedures in this SOP. Refer to the Using and Calibrating Thermometers SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Follow the Employee Health Policy.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Report to work in good health, clean, and dressed in clean attire.
 - Wear clean GCS uniform jacket. Change jacket when it becomes soiled.
- Wear suitable and effective hair restraints while in the kitchen.
- Wash hands before putting on gloves, each time the gloves are changed, when changing tasks, and before serving food with utensils. Refer to the Washing Hands SOP.
- Avoid touching ready-to-eat foods with bare hands. Always wear gloves.
- Handle plates by the edge or bottom and cups by the handle or bottom.
- Hold potentially hazardous food at the proper temperature. Refer to the Holding Hot and Cold Potentially Hazardous Foods SOP.
- Serve food with clean, gloved hands.
- Discard leftover food that requires refrigeration.

MONITORING:

Foodservice employees will:

- Inspect other foodservice employees when they report to work to be sure that each employee is following this SOP.
- Visually observe that food is being served in a manner that prevents contamination during all hours of service.

Foodservice supervisor will:

- Inspect employees when they report to work to be sure that each employee is following this SOP.
- Visually observe that food is being served in a manner that prevents contamination during all hours of service.

CORRECTIVE ACTION:

Foodservice employees will:

- Replace improperly handled plates, cups, or utensils.
- Discard ready-to-eat food that has been touched with bare hands.
- Follow the corrective actions identified in the Washing Hands; Date Marking Ready-to-Eat, Potentially Hazardous Foods; and Holding Hot and Cold Potentially Hazardous Foods SOPs.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.
- Follow the corrective actions identified in the Washing Hands; Date Marking Ready-to-Eat, Potentially Hazardous Foods; and Holding Hot and Cold Potentially Hazardous Foods SOPs.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record any discarded food on the Damaged or Discarded Product Log.

Foodservice supervisor will:

- Verify that foodservice employees are following this SOP by visually observing the employees during all hours of operation and by reviewing, initialing, and dating the Damaged or Discarded Product Log daily.

[Retain Damaged or Discarded Product Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA Food Code (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004).

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Facility-wide SOP: Storing and Using Poisonous or Toxic Chemicals

PURPOSE: To prevent foodborne illness by chemical contamination.

SCOPE: This procedure applies to foodservice employees who use chemicals in the kitchen.

SUPPLIES: Self-adhesive labels; permanent markers; Material Data Safety Sheets (MSDS); Damaged and Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Designate a location for storing the Material Safety Data Sheets (MSDS).
- Follow manufacturer's directions for specific mixing, storing, and first aid instructions on the chemical containers in the MSDS.
- Label and date all poisonous or toxic chemicals with the common name of the substance.
- Store all chemicals in a designated secured area away from food and food contact surfaces using spacing or partitioning.
- Limit access to chemicals by use of locks, seals, or key cards.
- Maintain an inventory of chemicals.
- Store only chemicals that are necessary to the operation and maintenance of the kitchen.
- Mix, test, and use sanitizing solutions as recommended by the manufacturer and the State or local health department.
- Use the appropriate chemical test kit to measure the concentration of sanitizer each time a new batch of sanitizer is mixed.
- Do not use chemical containers for storing food or water.
- Use only hand sanitizers that comply with the FDA *Food Code*. Confirm with the manufacturer that the hand sanitizers used meet the requirements of the *Food Code*.
- Label and store first aid supplies in a container that is located away from food or food contact surfaces.
- Label and store medicines for employee use in the nurse's office refrigerator. Do not store medicines in food storage areas.

MONITORING:

Foodservice employees will:

- Visually observe that chemicals are being stored, labeled, and used properly during all hours of operation.

Foodservice supervisor will:

- Visually observe that chemicals are being stored, labeled, and used properly during all hours of operation.

CORRECTIVE ACTION:

Foodservice employees will:

- Discard any food contaminated by chemicals.
- Label and properly store any unlabeled or misplaced chemicals.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record monitoring activities and the name of the contaminated food, date, time, and the reason why the food was discarded on the Damaged and Discarded Product Log.

Foodservice supervisor will:

- Visually monitoring foodservice employees during the shift and verify that appropriate corrective actions are being taken by reviewing, initialing, and dating the Damaged and Discarded Product Log each day.

[Retain Damaged and Discarded Product Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA Food Code (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe, p. 11-4; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004) [410 IAC 7-24-131 Hand Sanitizers (p. 28-29), 410 IAC 7-24-210 Sponges (p. 53) – sponges are not used in our facility, only cloths per 410 IAC 7-24-245 (p. 60), 410 IAC 7-24-443 Sanitizers (p. 103)].

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Facility-wide SOP: Using and Calibrating Thermometers

PURPOSE: To prevent foodborne illness by ensuring that the appropriate type of thermometer is used to measure internal product temperatures and that thermometers used are correctly calibrated for accuracy.

SCOPE: This procedure applies to foodservice employees who prepare, cook, and cool food.

SUPPLIES: Probe thermometer; pliers; alcohol wipes, clean cloth; Thermometer Calibration Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Follow the food thermometer manufacturer's instructions for use. Use a food thermometer that measures temperatures from 0 °F (-18 °C) to 220 °F (104 °C) and is appropriate for the temperature being taken. For example:
 - Temperatures of thin products, such as hamburgers, chicken breasts, pizza, filets, nuggets, hot dogs, and sausage patties, must be taken using a thermometer or thermocouple with a thin probe.
- Have food thermometers easily-accessible to foodservice employees during all hours of operation.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Clean and sanitize food thermometers before each use. Refer to the Cleaning and Sanitizing Food Contact Surfaces SOP for the proper procedure to follow.
- Store food thermometers in an area that is clean and where they are not subject to contamination.

MONITORING:

Foodservice employees will:

- Use the ice-point method to verify the accuracy of food thermometers. This is known as calibration of the thermometer.
To use ice-point method:
 - Insert the thermometer probe into a cup of crushed ice.
 - Add enough cold water to remove any air pockets that might remain.
 - Allow the temperature reading to stabilize before reading temperature.
 - Temperature measurement should be 32 °F (± 2 °F) [or 0 °C (± 1 °C)]. If not, adjust according to manufacturer's instructions.

- Check the accuracy of the food thermometers:
 - At regular intervals every week
 - If dropped
 - Whenever accuracy is in question

Foodservice supervisor will:

- Observe foodservice staff calibrating thermometers.

CORRECTIVE ACTION:

Foodservice employees will:

- For an inaccurate, bimetallic, dial-faced thermometer, adjust the temperature by turning the dial while securing the calibration nut (located just under or below the dial) with pliers or a wrench.
- For an inaccurate, digital thermometer with a reset button, adjust the thermometer according to manufacturer's instructions.
- If an inaccurate thermometer cannot be adjusted on-site, discontinue using it, and follow manufacturer's instructions for having the thermometer calibrated.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.
- Retrain employees who are using or calibrating food thermometers improperly.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record the calibration temperature and any corrective action taken, if applicable, on the Thermometer Calibration Log each time a thermometer is calibrated.

Foodservice supervisor will:

- Verify that foodservice employees are using and calibrating thermometers properly by making visual observations of the employees during the calibration process and all operating hours.
- Review and initial the Thermometer Calibration Log daily.

[Retain Thermometer Calibration Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA Food Code (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe (2006); Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004), pp. 62-64 (410 IAC 7-24-254).

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Facility wide SOP: Washing Hands

PURPOSE: To prevent foodborne illness by contaminated hands.

SCOPE: This procedure applies to anyone who handles, prepares, and serves food. It also applies to any school staff working in the cafeteria area.

SUPPLIES: Warm running water; soap; paper towels; waste container; approved hand sanitizer; Damaged or Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees and staff on using the procedures in this SOP.
- Monitor all foodservice employees and staff for strict adherence to SOP.
- Follow State health department requirements.
- Post handwashing signs or posters in a language understood by all foodservice staff near all handwashing sinks, in food preparation areas, and restrooms.
- Use designated handwashing sinks for handwashing only. Do not use food preparation, utility, and dishwashing sinks for handwashing.
- Provide warm running water, soap, and a means to dry hands. Provide a waste container at each handwashing sink or near the door in restrooms.
- Keep handwashing sinks accessible anytime employees are present.

PROCEDURES FOR FOODSERVICE EMPLOYEES & SCHOOL STAFF IN CAFETERIA:

Wash hands:

- Before starting work
- During food preparation
- When moving from one food preparation area to another
- Before putting on or changing gloves
- After using the toilet
- After sneezing, coughing, or using a handkerchief or tissue
- After touching hair, face, or body
- After smoking, eating, drinking, or chewing gum or tobacco
- After any clean up activity such as sweeping, mopping, or wiping counters
- After touching dirty dishes, equipment, or utensils
- After handling trash
- After handling money
- After any time the hands may become contaminated

Follow proper handwashing procedures as indicated below:

- Wet hands and forearms with warm, running water at least 100 °F and apply soap.
- Scrub lathered hands and forearms, under fingernails, and between fingers for at least 10-15 seconds. Rinse thoroughly under warm running water for 5-10 seconds.
- Dry hands and forearms thoroughly with single-use paper towels.
- Dry hands for at least 30 seconds if using a warm air hand dryer.
- Turn off water using paper towels.
- Use paper towel to open door when exiting the restroom.

Follow FDA recommendations when using hand sanitizers. These recommendations are as follows:

- Use hand sanitizers only after hands have been properly washed and dried.
- Use only hand sanitizers that comply with the FDA *Food Code*. Confirm with the manufacturers that the hand sanitizers used meet these requirements.
- Use hand sanitizers in the manner specified by the manufacturer.

MONITORING:

Foodservice employees will:

- Visually observe the handwashing practices of other foodservice staff during all hours of operation.
- Visually observe that handwashing sinks are properly supplied during all hours of operation.

Foodservice supervisor will:

- Inspect employees during work hours to monitor adherence to this SOP.

CORRECTIVE ACTION:

Foodservice employees will:

- Ask employees that are observed not washing their hands at the appropriate times or using the proper procedure to wash their hands immediately.
- Discard any food item that was touched by unwashed, ungloved hands.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.
- Retrain employee to ensure proper handwashing procedure.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record any discarded food on the Damaged or Discarded Product Log.

Foodservice supervisor will:

- Verify that foodservice employees are following this SOP by visually observing the employees during all hours of operation and by reviewing, initialing, and dating the Damaged or Discarded Product Log daily.

[Retain Damaged or Discarded Product Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004), pp. 28-29 (410IAC7-24-128, 410IAC7-24-129, 410IAC7-24-130, 410IAC7-24-131).

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Storing SOP: Date Marking Ready-to-Eat, Potentially Hazardous Food

PURPOSE: To ensure appropriate rotation of ready-to-eat food to prevent or reduce food borne illness from *Listeria monocytogenes*.

SCOPE: This procedure applies to foodservice employees who prepare, store, or serve food.

SUPPLIES: Date-marking pen or food labeler; Damaged and Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Refrigerate all ready-to-eat, potentially hazardous foods at 41 °F or below.
- Serve or discard refrigerated, ready-to-eat, potentially hazardous foods within 7 days.
- Indicate with a label when the food was put into storage.

MONITORING:

Foodservice employees will:

- Check refrigerators daily to verify that foods are date marked and that foods exceeding the 7-day time period are not being used or stored (excluding chips, pop tarts, etc.).

Foodservice supervisor will:

- Visually continually monitor food storage to ensure that food is being properly stored and monitored by expiration dates.

CORRECTIVE ACTION:

Foodservice employees will:

- Separate foods found improperly stored.
- Discard ready-to-eat foods that have expired..
- Foods that are not date marked or that exceed the 7-day time period will be discarded (excluding chips, pop tarts, etc.).

- Mark on Damaged or Discarded Product Log, product, date discarded, reason, and amount discarded. Date and initial.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record monitoring activities and the name of the contaminated food, date, time, and the reason why the food was discarded on the Damaged and Discarded Product Log.

Foodservice supervisor will:

- Visually monitor foodservice employees during the shift and verify that appropriate corrective actions are being taken by reviewing, initialing, and dating the Damaged and Discarded Product Log each day.

[Retain Damaged and Discarded Product Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004) [410 IAC 7-24-191 (pp. 46-47)].

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Cooking SOP: Cooking Potentially Hazardous Foods

PURPOSE: To prevent food borne illness by ensuring that all foods are cooked to the appropriate internal temperature.

SCOPE: This procedure applies to foodservice employees who prepare or serve food.

SUPPLIES: Probe thermometers; alcohol wipes; clean cloth; pot holders/oven mitts; probe thermometer, alcohol wipes, clean cloth, Minimum Internal Temperature/Cooking Time Chart from Food Vendor (RCS); Cooking and Reheating Temperature Log; Food Safety Checklist.

GUIDELINES:

- Train foodservice employees on using the procedures in this SOP. Refer to the Using and Calibrating Thermometers SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Follow the Employee Health Policy.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- If State or local requirements are based on the FDA *Food Code*, heat processed, ready-to-eat foods from a package such as prepackaged breakfast burritos, to an internal temperature of at least 135 °F for 15 seconds for hot holding.
- If a recipe contains a combination of meat products, cook the product to the highest required temperature.
- If State or local health department requirements are based on the FDA *Food Code*, cook products to the following temperatures:
 - a. 145 °F for 15 seconds
 - Seafood, beef, and pork
 - b. 155 °F for 15 seconds
 - Ground products containing beef, pork, or fish
 - Fish nuggets or sticks
 - Cubed or Salisbury steaks
 - c. 165 °F for 15 seconds
 - Poultry
 - Stuffed fish, pork, or beef
 - Pasta stuffed with eggs, fish, pork, or beef (such as lasagna or manicotti)
 - d. 135 °F for 15 seconds
 - Fresh, frozen, or canned fruits and vegetables that are going to be held in a hot box

MONITORING:

Foodservice employees will:

- Use a clean, sanitized, and calibrated probe thermometer.
- Avoid inserting the thermometer into pockets of fat or near bones when taking internal cooking temperatures.
- Take at least two internal temperatures from each batch of food by inserting the thermometer into the thickest part of the product which usually is in the center.

Foodservice supervisor will:

- Monitor employees to be sure that each employee is following this SOP.

CORRECTIVE ACTION:

Foodservice employees will:

- Continue cooking food until the internal temperature reaches the required temperature.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record product name, time, the two temperatures/times, and any corrective action taken on the Cooking and Reheating Temperature Log.

Foodservice supervisor will:

- Verify that foodservice employees are following this SOP by visually observing the employees during all hours of operation and by reviewing, initialing, and dating the Cooking and Reheating Temperature Log daily.

[Retain Cooking and Reheating Temperature Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA Food Code (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004).

DATE IMPLEMENTED: March 25, 2011

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BY: SFSP Implementation Team

BY: GCS Foodservice Staff

BY: SFSP Implementation Team



Reheating SOP: Reheating Potentially Hazardous Foods

PURPOSE: To prevent foodborne illness by ensuring that all foods are reheated to the appropriate internal temperature.

SCOPE: This procedure applies to foodservice employees who prepare or serve food.

SUPPLIES: Probe thermometers; alcohol wipes; clean cloth; pot holders/oven mitts; Cooking and Reheating Temperature Log; Food Safety Checklist.

GUIDELINES:

- Train foodservice employees on using the procedures in this SOP. Refer to the Using and Calibrating Thermometers SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Follow the Employee Health Policy.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- If State or local requirements are based on the FDA *Food Code*, heat processed, ready-to-eat foods from a package such as prepackaged breakfast burritos, to an internal temperature of at least 135 °F for 15 seconds for hot holding.
- Reheat the following products to 165 °F for 15 seconds:
 - Any food that is cooked, cooled, and reheated for hot holding
 - Precooked, processed foods that have been previously cooled
- Reheat all foods rapidly. The total time the temperature of the food is between 41 °F and 165 °F may not exceed 2 hours.
- Serve reheated food immediately or transfer to an appropriate hot holding unit.

MONITORING:

Foodservice employees will:

- Use a clean, sanitized, and calibrated probe thermometer.
- Take at least two internal temperatures from random trays.

Foodservice supervisor will:

- Monitor employees to be sure that each employee is following this SOP.

CORRECTIVE ACTION:

Foodservice employees will:

- Continue reheating and heating food if the internal temperature does not reach the required temperature.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record product name, time, the two temperatures/times, and any corrective action taken on the Cooking and Reheating Temperature Log.

Foodservice supervisor will:

- Verify that foodservice employees are following this SOP by visually observing the employees during all hours of operation and by reviewing, initialing, and dating the Cooking and Reheating Temperature Log daily.

[Retain Cooking and Reheating Temperature Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004) [410 IAC 7-24-187 Holding Temperatures (pp. 44-45)].

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Preparation SOP: Preventing Cross-Contamination During Storage/Preparation

PURPOSE: To reduce foodborne illness by preventing unintentional contamination of food.

SCOPE: This procedure applies to anyone who is responsible for receiving, storing, preparing, and serving food.

SUPPLIES: Hair net; disposable gloves; Damaged or Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train new foodservice employees on using the procedures in this SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Wash hands properly. Refer to the Washing Hands SOP.
- Avoid touching ready-to-eat food with bare hands.
- Refer to Cleaning and Sanitizing Food Contact Surfaces SOP for proper cleaning and sanitizing procedure.
- Touch only those surfaces of equipment that will not come in direct contact with food.
- Place food in covered containers or packages and store in the refrigerator or cooler.
- Clean the exterior surfaces of food containers of visible soil.

MONITORING:

Foodservice employees will:

- Visually continually monitor food storage and preparation to ensure that food is not cross-contaminated.

Foodservice supervisor will:

- Visually continually monitor food storage and preparation to ensure that food is not cross-contaminated.

CORRECTIVE ACTION:

Foodservice employees will:

- Separate foods found improperly stored.
- Discard ready-to-eat foods that are contaminated.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record monitoring activities and the name of the contaminated food, date, time, and the reason why the food was discarded on the Damaged or Discarded Product Log.

Foodservice supervisor will:

- Visually monitor foodservice employees during the shift and verify that appropriate corrective actions are being taken by reviewing, initialing, and dating the Damaged and Discarded Product Log each day.

[Retain Damaged or Discarded Product Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe; Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004) [410 IAC 7-24-202 Segregation of distressed merchandise (p. 50)].

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BY: SFSP Implementation Team

BY: GCS Foodservice Staff

BY: SFSP Implementation Team



Holding SOP: Holding Hot and Cold Potentially Hazardous Foods

PURPOSE: To prevent food borne illness by ensuring that all potentially hazardous foods are held under the proper temperature.

SCOPE: This procedure applies to foodservice employees who prepare or serve food.

SUPPLIES: Probe thermometer; small pliers to calibrate; alcohol wipes (to sanitize the thermometers once they are used); Hot and Cold Holding Temperature Log; Refrigeration Log; Damaged or Discarded Product Log; Food Safety Checklist.

GUIDELINES:

- Train foodservice employees on using the procedures in this SOP. Refer to the Using and Calibrating Thermometers SOP.
- Monitor all foodservice employees for strict adherence to SOP.
- Follow State health department requirements.
- Follow the Employee Health Policy.

PROCEDURES FOR FOODSERVICE EMPLOYEES:

- Preheat hot boxes.
- Hold potentially hazardous food at the proper temperature. Refer to the Holding Hot and Cold Potentially Hazardous Foods SOP.
- Based on 2006 Edition of ServSafe, and Indiana Department of Health Guidelines dated 11/13/2004:
 - Hold hot foods at 135 °F or above
 - Hold cold foods at 41 °F or below

MONITORING:

Foodservice employees will:

- Use a clean, sanitized, and calibrated probe thermometer to measure the temperature of the food.
- Take temperatures of foods by inserting the thermometer near the surface of the product, at the thickest part, and at other various locations.
- Take temperatures of holding units by placing a calibrated thermometer in the coolest part of a hot holding unit or warmest part of a cold holding unit.

- For hot foods held for service:
 - Verify that the air/water temperature of any unit is at 135 °F or above before use.
 - Reheat foods in accordance with the Reheating for Hot Holding SOP.
 - All hot potentially hazardous foods should be 135 °F or above before serving.
 - Take the internal temperature of food before serving and at least every 2 hours thereafter.
- For cold foods held for service:
 - Verify that the air/water temperature of any unit is at 41 °F or below before use.
 - All cold potentially hazardous foods should be 41 °F or below before serving.
 - Take the internal temperature of the food before serving and at least every 2 hours thereafter.
- For cold foods in storage:
 - Take the internal temperature of the food before placing it into the cold holding unit.

Foodservice supervisor will:

- Inspect employees when they report to work to be sure that each employee is following this SOP.
- Visually observe that food is being held at the proper temperature during all hours of service.

CORRECTIVE ACTION:

Foodservice employees will:

- For hot foods:
 - Reheat the food to 165 °F for 15 seconds if the temperature is found to be below 135 °F and the last temperature measurement was 135 °F or higher and taken within the last 2 hours. Repair or reset holding equipment before returning the food to the unit, if applicable.
 - Discard the food if it cannot be determined how long the food temperature was below 135 °F.
 - Repair or reset holding equipment before returning the food to the unit, if applicable.
- For cold foods:
 - Discard the food if it cannot be determined how long the food temperature was above 41 °F.

Foodservice supervisor will:

- Retrain any foodservice employee found not following the procedures in this SOP.

VERIFICATION AND RECORD KEEPING:

Foodservice employees will:

- Record temperatures of food items and document corrective actions taken on the Hot and Cold Holding Temperature Log.
- Record air temperatures of coolers and cold holding units on the Refrigeration Logs.
- Record any discarded food on the Damaged or Discarded Product Log.

Foodservice supervisor will:

- Verify that foodservice employees are following this SOP by visually observing the employees during all hours of operation and by reviewing, initialing, and dating the Damaged or Discarded Product Log daily.

[Retain Damaged or Discarded Product Log for at least 1 year.]

- Verify that foodservice employees are following this SOP by reviewing, initialing, and dating the Hot and Cold Holding Temperature Log daily.

[Retain Hot and Cold Holding Temperature Log for at least 1 year.]

- Verify that foodservice employees are following this SOP by reviewing, initialing, and dating the Refrigeration Log at the close of each day.

[Retain Refrigeration Log for at least 1 year.]

- Complete the Food Safety Checklist daily.

[Retain the Food Safety Checklist for a minimum of 1 year.]

SOP REGULATIONS/GUIDANCE DOCUMENTS:

FDA *Food Code* (2009); USDA *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles* (2005); ServSafe (2006); Indiana State Department of Health *Retail Food Establishment Sanitation Requirements* Title 410 IAC 7-24 (2004) [410 IAC 7-24-254 (pp. 62-64)].

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Food Preparation Action Plan: Steps Two and Three

Categorizing Menu Items and Identifying Control Measures and CCPs:

The monthly menu cycle from RCS is posted in the Foodservice area. Each menu item available for service is listed in this food safety program in the table that follows in Step Two. When new menu items are added, the list is updated. Each item is evaluated to determine which of the three processes is applicable and to identify the appropriate control measures and critical control points (CCPs) using the Process Approach charts in this handbook. Once the determination is made for each menu item, the foodservice supervisor will make the rest of the foodservice staff aware of the menu items and applicable process and control measures by posting the Process Charts in the foodservice area. (These Process Approach charts containing the list of menu items are attached on the following pages.) In addition, the menu cycle, menus, product directions, and charts are kept in a notebook in the foodservice supervisor's office.

- All foodservice personnel will be given an overview of the Process Approach to HACCP after being hired and before handling food.
- Any substitute foodservice staff will be given instructions on the Process Approach to HACCP and a list of necessary procedures relevant to the tasks they will be performing and the corresponding records to be kept.
- Periodic refresher training for employees will be provided on a quarterly basis.
- An easily accessible copy of an explanation of the Process Approach taken from the USDA HACCP guidance document will be available in the foodservice supervisor's office.

Step Two: Categorize Menu Items by Process

Menu Items Sorted By Process

Process 1 (No Cook)	Process 2 (Cook and Serve Same Day)
apple/apple slices (fuji, gold rush, granny smith, red delicious, Wesler's paula red)	apples, hot cinnamon
applesauce cup (blue raspberry, cinnamon, mixed fruit, strawberry)	asparagus, butter
banana, petite	baked beans (baked beans, sugar)
breakfast bar (BeneFit, other types)	bbq rib patty
brownie, cosmic	biscuit n gravy
bug bites	biscuit w/butter
bun/buns (coney, island, mini, round, slammer, soft long)	biscuit, sausage, egg and cheese
cake, christmas tree	breaded tenderloin
carrots (snappy baby)	breadstick, garlic
celery sticks	breakfast bar
cereal/treat	broccoli, seasoned
cheese triangles (5 cheese)	broccoli/cauliflower/carrots
cheese, stick or string (cheddar, mozzarella)	cheeseburger (juicy, mini)
cheetos, baked	chicken fries
cheez-its, scrabble	chicken n noodles
chips - sun (cheddar, french onion, garden salsa)	chicken patty (breaded, grilled, mini, roasted)
chips (baked, baked bbq, bbq kettle, garden salsa, tortilla)	chicken rings
cinnamon spin	chicken tenders (tenders, crunchy)
cookie/cookies (chortles, fortune, lemon bear, president's, states and capitol, strawberry waffle, vanilla bear)	chicken, baked fried
cosmic smiles	chicken, diced w/base
crackers (cheddar whales, goldfish)	chicken, General Tso's
curious george snack	chicken, ginger and garlic
dill pickle spear	chicken, popcorn
dinner roll (Red's, wheat, ww)	chili dog w/cheese
doritos (cool ranch, nacho, nacho cheese)	chili mac
dressing, ranch	chili, hearty w/cheese
EZ jammer	chili/cheese, Cincinnati
fruit (fresh)	cinnamon cream cheese breadstick
fruit pop, frozen (blue raspberry, cherry)	cinnamon texas toast
fruit snack (sour juice)	cinnis, mini

fruitable, fruit/veg juice blend	corn dogs, mini
gingerbread man	corn, buttery
grapes	egg roll, mini
gripz	fish patty,cheezy
ice cream cup (chocolate, strawberry)	fish sticks, nacho
iced strawberry bar	frankfurter
jicama	fries (crosstrax, low sodium)
juice/juice box (apple, fruit punch, grape, orange, tangerine, white grape)	frudel (apple, cherry)
kids mix, baked	green beans, butter
lettuce/shredded cheese	ham and cheese croissant
locker mates	honey bbq nuggets
milk (chocolate, white)	hot dog
moon pie, mini	kolache
muffin (apple cinnamon, blueberry, corn)	mac n cheese
oranges/orange slices (mandarin)	maple sunrise bites
pbj (uncrustable, wafer)	mashed potatoes (fluffy, w/gravy)
peaches	meat, south of the border
peanut bar, sweet n salty	meatball sub w/cheese
pecan spin	mozzarella cheese stick
pineapple	multi cheese french bread
pretzels (mini, rold gold heartzels)	pancakes (blueberry, mini)
pudding (chocolate, vanilla)	peas, butter
pumpkin delight	pizza (breakfast, breakfast bacon and egg, cinnamon)
raisin box	pizza (fiestada, italian cheese, krispy cheese, tangy cheese, tangy pepperoni)
rice krispie treat (mini, valentine krispy bar)	pizza bagel
salad (mixed green, romaine side)	pork, shredded bbq
sandwich - cold (combo w/cheese, deli w/cheese, deli turkey w/cheese, italian sub)	potato cubes (seasoned)
sauerkraut, sweet	potatoes, deli roaster
sherbet cup (lime, orange, raspberry)	refried beans w/cheese
side kick frozen cup	rice (Asian, Asian/broccoli, Asian/peas, fluffy white, vegetable fried, whole grain with peas)
s'mores	roast beef w/gravy
soy uncrustable pbj	salisbury steak
strawberry cup	sandwich, breakfast
strawberry roll, LS	sauerkraut, sweet
sunflower seeds	sausage patty
To Go Breakfast	seasoned meat

turkey stick, seasoned	shrimp, breaded popcorn
	sloppy joe
	spaghetti (3 way, pizza baked supreme)
	taco in a bag
	turkey and noodles
	turkey, roast

As can be seen in the Menu Items chart, most of our food items are Process 1 (no cook). Due to our foodservice being vended, we have no Process 3 (complex food preparation) items.

In the Process charts that follow, menu items are listed along with the control measures. Control measures include the CCPs (cold foods cold and hot foods hot) and the SOPs related to that particular process.

The Process charts contain information from both Steps 2 and Steps 3 in this Food Preparation Action Plan. As such, we have decided to list the Menu Items under Step 2 in our handbook and the Process charts under Step 3 with the understanding that these steps are interrelated.

Step Three: Identify Control Measures and Critical Control Points

Process charts for Process 1 and Process 2 follow.

Process Chart – Process 1 (No Cook)

Keep food below 41 °F

Menu Item	Holding Info
apple/apple slices (fuji, gold rush, granny smith, red delicious, Wesler's paula red)	below 41° F
applesauce cup (blue raspberry, cinnamon, mixed fruit, strawberry)	ready-to-eat
banana, petite	ready-to-eat
breakfast bar (BeneFit, other types)	ready-to-eat
brownie, cosmic	below 41° F
bug bites	ready-to-eat
bun/buns (coney, island, mini, round, slammer, soft long)	ready-to-eat
cake, christmas tree	ready-to-eat
carrots (snappy baby)	below 41° F
celery sticks	below 41° F
cereal/treat	ready-to-eat
cheese triangles (5 cheese)	ready-to-eat
cheese, stick or string (cheddar, mozzarella)	below 41° F
cheetos, baked	ready-to-eat
cheez-its, scrabble	ready-to-eat
chips - sun (cheddar, french onion, garden salsa)	ready-to-eat
chips (baked, baked bbq, bbq kettle, garden salsa, tortilla)	ready-to-eat
cinnamon spin	ready-to-eat
cookie/cookies (chortles, fortune, lemon bear, president's, states and capitol, strawberry waffle, vanilla bear)	ready-to-eat
cosmic smiles	ready-to-eat
crackers (cheddar whales, goldfish)	ready-to-eat
curious george snack	ready-to-eat
dill pickle spear	below 41° F
dinner roll (Red's, wheat, ww)	ready-to-eat

41° F



doritos (cool ranch, nacho, nacho cheese)	ready-to-eat
dressing, ranch	below 41° F
EZ jammer	ready-to-eat
fruit (fresh)	ready-to-eat
fruit pop, frozen (blue raspberry, cherry)	below 32° F
fruit snack (sour juice)	ready-to-eat
fruitable, fruit/veg juice blend	below 41° F
gingerbread man	ready-to-eat
grapes	below 41° F
gripz	ready-to-eat
ice cream cup (chocolate, strawberry)	below 32° F
iced strawberry bar	below 32° F
jicama	below 41° F
juice/juice box (apple, fruit punch, grape, orange, tangerine, white grape)	below 41° F
kids mix, baked	ready-to-eat
lettuce/shredded cheese	below 41° F
locker mates	below 41° F
milk (chocolate, white)	below 41° F
moon pie, mini	ready-to-eat
muffin (apple cinnamon, blueberry, corn)	ready-to-eat
oranges/orange slices (mandarin)	below 41° F
pbj (uncrustable, wafer)	ready-to-eat
peaches	below 41° F
peanut bar, sweet n salty	below 41 °F
pecan spin	ready-to-eat
pineapple	below 41° F
pretzels (mini, rold gold heartzels)	ready-to-eat
pudding (chocolate, vanilla)	ready-to-eat
pumpkin delight	ready-to-eat
raisin box	ready-to-eat
rice krispie treat (mini, valentine krispy bar)	ready-to-eat
salad (mixed green, romaine side)	below 41° F
sandwich - cold (combo w/cheese, deli w/cheese, deli turkey w/cheese, italian sub)	below 41° F

41° F



sherbet cup (lime, orange, raspberry)	below 32° F
side kick frozen cup	below 32° F
s'mores	ready-to-eat
soy uncrustable pbj	ready-to-eat
strawberry cup	ready-to-eat
strawberry roll, LS	ready-to-eat
sunflower seeds	ready-to-eat
To Go Breakfast	ready-to-eat
turkey stick, seasoned	ready-to-eat

41° F



Control Measures

CCP:

- Cold holding – Critical limit is 41 °F or below

SOP:

- Date Marking Ready-to-Eat, Potentially Hazardous Food
- Holding Hot and Cold Potentially Hazardous Foods
- Personal Hygiene
- Preventing Cross-Contamination During Storage and Preparation
- Serving Food
- Using and Calibrating Thermometers
- Washing Hands

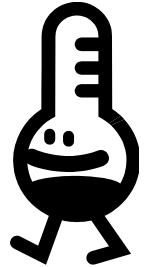
Limiting time in the danger zone to inhibit bacterial growth and toxin production (e.g., holding at room temperature for 4 hours and then discarding)

Process Chart – Process 2 (Cook and Same Day Serve)

Cook to correct temperature. Serve at 135 °F or above.

Menu Item	Temperature (15 sec. minimum)
apples, hot cinnamon	145° F
asparagus, butter	145° F
baked beans (baked beans, sugar)	145° F
bbq rib patty	155° F
biscuit n gravy	145° F
biscuit w/butter	145° F
biscuit, sausage, egg and cheese	155° F
breaded tenderloin	155° F
breadstick, garlic	145° F
broccoli, seasoned	145° F
broccoli/cauliflower/carrots	145° F
cheeseburger (juicy, mini)	155° F
chicken fries	165° F
chicken n noodles	165° F
chicken patty (breaded, grilled, mini, roasted)	165° F
chicken rings	165° F
chicken tenders (tenders, crunchy)	165° F
chicken, baked fried	165° F
chicken, diced w/base	165° F
chicken, General Tso's	165° F
chicken, ginger and garlic	165° F
chicken, popcorn	165° F
chili dog w/cheese	165° F
chili mac	155° F
chili, hearty w/cheese	155° F
chili/cheese, Cincinnati	155° F
cinnamon cream cheese breadstick	145° F
cinnamon texas toast	145° F
cinnis, mini	145° F
corn dogs, mini	165° F
corn, buttery	145° F
egg roll, mini	155° F
fish patty,cheezy	155° F
fish sticks, nacho	155° F
frankfurter	165° F
fries (crosstrax, low sodium)	145° F

165° F
155° F
135° F

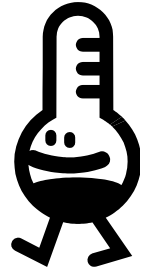


165° F
155° F
135° F



frudel (apple, cherry)	145° F
green beans, butter	145° F
ham and cheese croissant	155° F
honey bbq nuggets	165° F
hot dog	165° F
kolache	155° F
mac n cheese	145° F
maple sunrise bites	145° F
mashed potatoes (fluffy, w/gravy)	145° F
meat, south of the border	155° F
meatball sub w/cheese	165° F
mozzarella cheese stick	145° F
multi cheese french bread	145° F
pancakes (blueberry, mini)	145° F
peas, butter	145° F
pizza (breakfast, breakfast bacon and egg, cinnamon)	155° F
pizza (fiestada, italian cheese, krispy cheese, tangy cheese, tangy pepperoni)	155° F
pizza bagel	155° F
pork, shredded bbq	155° F
potato cubes (seasoned)	145° F
potatoes, deli roaster	145° F
refried beans w/cheese	145° F
rice (Asian, Asian/broccoli, Asian/peas, fluffy white, vegetable fried, whole grain with peas)	145° F
roast beef w/gravy	155° F
salisbury steak	155° F
sandwich, breakfast	155° F
sauerkraut, sweet	145° F
sausage patty	155° F
seasoned meat	155° F
shrimp, breaded popcorn	155° F
sloppy joe	155° F
spaghetti (3 way, pizza baked supreme)	155° F
taco in a bag	155° F
turkey and noodles	165° F
turkey, roast	165° F

165° F
155° F
135° F



165° F
155° F
135° F



Control Measures

CCP:

- Cooking to destroy bacteria and other pathogens (CCPs with corresponding critical limits are noted above.)

SOP:

- Cooking Potentially Hazardous Foods
- Holding Hot and Cold Potentially Hazardous Foods
- Personal Hygiene
- Preventing Cross-Contamination During Storage and Preparation
- Reheating Potentially Hazardous Foods
- Serving Food
- Using and Calibrating Thermometers
- Washing Hands

Hot holding or limiting time in the danger zone to prevent the outgrowth of spore-forming bacteria.

Step Four: Monitoring

Overview

Monitoring the school's foodservice program is the responsibility of the foodservice supervisor and the foodservice staff members. Below is a brief explanation of their monitoring roles.

Supervisor Responsibilities

- ☐ The foodservice supervisor will be responsible for ensuring assigned foodservice staff at each site are properly monitoring control measures and CCPs at the required frequency and are documenting on the required recordkeeping forms.
- ☐ The supervisor will also be responsible for monitoring the overall performance of standard operating procedures. (Specific details regarding monitoring are addressed in each SOP.)
- ☐ Monitoring will be a constant consideration. The foodservice supervisor will complete the Food Safety Checklist daily as a record of each service day's compliance with food safety. Additionally, the supervisor will use the Food Safety Checklist to formally monitor foodservice staff at least once per week. (The checklist follows the staff responsibilities).

Foodservice Staff Responsibilities

- ☐ Each foodservice staff member is responsible for monitoring individual critical control points (CCPs) in the handling and preparation of food.
- ☐ Foodservice staff is responsible for monitoring critical control points as defined in the standard operating procedures (SOPs).

Food Safety Checklist

Date _____ Observer _____

Directions: Use this checklist daily. Determine areas in your operations requiring corrective action. Record corrective action taken and keep completed records in a notebook for future reference.

PERSONAL HYGIENE

Yes No Corrective Action

- Employees wear clean and proper uniform including shoes. ☐ ☐ _____
- Effective hair restraints are properly worn. ☐ ☐ _____
- Fingernails are short, unpolished, and clean. ☐ ☐ _____
- Jewelry is limited to a plain ring, such as wedding band and a watch and no bracelets. ☐ ☐ _____
- Hands are washed properly, frequently, and at appropriate times. ☐ ☐ _____
- Burns, wounds, sores or scabs, or splints and water-proof bandages on hands are bandaged and completely covered with a foodservice glove while handling food. ☐ ☐ _____
- Eating, drinking, chewing gum, smoking, or using tobacco are allowed only in designated areas away from preparation, service, storage, and ware washing areas. ☐ ☐ _____
- Employees use disposable tissues when coughing or sneezing and then immediately wash hands. ☐ ☐ _____
- Employees appear in good health. ☐ ☐ _____
- Hand sinks are unobstructed, operational, and clean. ☐ ☐ _____
- Hand sinks are stocked with soap, disposable towels, and warm water. ☐ ☐ _____
- A handwashing reminder sign is posted. ☐ ☐ _____
- Employee restrooms are operational and clean. ☐ ☐ _____

FOOD PREPARATION

Yes No Corrective Action

- All food stored or prepared in facility is from approved sources. ☐ ☐ _____

- Food equipment utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use. ☐ ☐ _____
- Frozen food is thawed under refrigeration, cooked to proper temperature from frozen state, or in cold running water. ☐ ☐ _____
- Thawed food is not refrozen. ☐ ☐ _____
- Preparation is planned so ingredients are kept out of the temperature danger zone to the extent possible. ☐ ☐ _____
- Procedures are in place to prevent cross-contamination. ☐ ☐ _____
- Food is handled with suitable utensils, such as single use gloves or tongs. ☐ ☐ _____
- Food is prepared in small batches to limit the time it is in the temperature danger zone. ☐ ☐ _____
- Clean reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils, or floor. ☐ ☐ _____
- Food is cooked to the required safe internal temperature for the appropriate time. The temperature is tested with a calibrated food thermometer. ☐ ☐ _____
- The internal temperature of food being cooked is monitored and documented. ☐ ☐ _____

HOT HOLDING

Yes No Corrective Action

- Hot holding unit is clean. ☐ ☐ _____
- Food is heated to the required safe internal temperature before placing in hot holding. Hot holding units are not used to reheat potentially hazardous foods. ☐ ☐ _____
- Hot holding unit is pre-heated before hot food is placed in unit. ☐ ☐ _____
- Temperature of hot food being held is at or above 135 °F. ☐ ☐ _____
- Food is protected from contamination. ☐ ☐ _____

COLD HOLDING

Yes No Corrective Action

• Refrigerators are kept clean and organized.	☐	☐	
• Temperature of cold food being held is at or below 41 °F.	☐	☐	
• Food is protected from contamination.	☐	☐	

REFRIGERATOR, FREEZER, AND MILK COOLER

Yes No Corrective Action

• Thermometers are available and accurate.	☐	☐	
• Temperature is appropriate for pieces of equipment.	☐	☐	
• Food is stored 6 inches off floor or in walk-in cooling equipment.	☐	☐	
• Refrigerator and freezer units are clean and neat.	☐	☐	
• Proper chilling procedures are used.	☐	☐	
• All food is properly wrapped, labeled, and dated.	☐	☐	
• The FIFO (First In, First Out) method of inventory management is used.	☐	☐	
• Ambient air temperature of all refrigerators and freezers is monitored and documented at the beginning and end of each shift.	☐	☐	

FOOD STORAGE AND DRY STORAGE

Yes No Corrective Action

• Temperatures of dry storage area is between 50 °F and 70 °F or State public health department requirement.	☐	☐	
• All food and paper supplies are stored 6 to 8 inches off the floor.	☐	☐	
• All food is labeled with name and received date.	☐	☐	
• The FIFO (First In, First Out) method of inventory management is used.	☐	☐	
• Food is protected from contamination.	☐	☐	
• All food surfaces are clean.	☐	☐	
• Chemicals are clearly labeled and stored away from food and food-related supplies.	☐	☐	
• There is a regular cleaning schedule for all food surfaces.	☐	☐	
• Food is stored in original container.	☐	☐	

CLEANING AND SANITIZING

Yes No Corrective Action

- Water is clean and free of grease and food particles. ☐ ☐ _____
- Water temperatures are correct for wash and rinse. ☐ ☐ _____
- If using a chemical sanitizer, it is mixed correctly and a sanitizer strip is used to test chemical concentration. ☐ ☐ _____
- Wiping cloths are stored in sanitizing solution while in use. ☐ ☐ _____

UTENSILS AND EQUIPMENT

Yes No Corrective Action

- Work surfaces and utensils are clean. ☐ ☐ _____
- Work surfaces are cleaned and sanitized between uses. ☐ ☐ _____
- Thermometers are cleaned and sanitized after each use. ☐ ☐ _____
- Thermometers are calibrated on a routine basis each week. ☐ ☐ _____
- Drawers and racks are clean. ☐ ☐ _____

GARBAGE STORAGE AND DISPOSAL

Yes No Corrective Action

- Kitchen garbage cans are clean and kept covered. ☐ ☐ _____
- Garbage cans are emptied as necessary. ☐ ☐ _____
- Boxes and containers are removed from site. ☐ ☐ _____
- Loading dock and area around dumpster are clean. ☐ ☐ _____
- Dumpsters are clean. ☐ ☐ _____

PEST CONTROL

Yes No Corrective Action

- Outside doors are well-sealed, and are equipped with a self-closing device. ☐ ☐ _____
- No evidence of pests is present. ☐ ☐ _____
- There is a regular schedule of pest control by a licensed pest control operator. ☐ ☐ _____

Step Five: Corrective Action

Overview

Whenever a critical limit is not met, a corrective action must be carried out immediately. It is important for all foodservice employees to know what the corrective actions are, and be trained in making the right decisions. HACCP is based on this preventive approach. Problems will arise, but foodservice staff needs to find them, correct them, and document the corrective actions immediately.

Documenting Corrective Actions

- ☐ The foodservice supervisor will be responsible for developing predetermined corrective actions for the most common deviations from control measures including critical control points (CCPs) and standard operating procedures (SOPs).
- ☐ The foodservice supervisor will review and update corrective actions at least annually. Corrective actions for all SOPs are outlined in the written SOPs.
- ☐ Foodservice staff will be responsible for documenting any corrective actions taken while handling and preparing food as well as any actions taken while performing SOPs.

Training

- ☐ In addition to the corrective actions outlined in the SOPs, foodservice staff will be trained on a continuous basis to take corrective actions when necessary.
- ☐ Guidance on most common specific corrective actions will be listed in this food safety program and will be posted in an accessible location in the foodservice area at each site.

Corrective Actions for Common Problems Chart

Event	Corrective Action
Receiving temperature for refrigerated product is at temperature higher than 41 °F	Reject product
Temperature of hamburger patties after standard cooking time is 150 °F	Continue cooking to 165 °F for 15 seconds
Foodservice staff handles produce without wearing gloves	Discard affected produce, wash hands immediately
Refrigeration or freezer equipment failure	Inform foodservice supervisor, call maintenance, discard food if has been in danger zone as per health laws
Food items past product expiration date	Communicate with foodservice supervisor to ensure proper disposal and recordkeeping

Additional corrective actions will be added as new problems requiring correction arise.

Step Six: Recordkeeping

Overview

Written records of the food safety program provide a basis for tracking and verifying safe foodservice. Recordkeeping provides a basis for periodic reviews of the overall food safety program and provides the foundation for the yearly comprehensive review.

This section outlines the process for documenting and maintaining records. All records will be maintained by the foodservice supervisor for a minimum of one year.

Staff Responsibility

All foodservice staff will be held responsible for recordkeeping duties as assigned. Overall, the foodservice supervisor will be responsible for making sure that records are being taken and for filing records in the proper place.

Recordkeeping Procedure

- ☐ All pertinent information on critical control points, time, temperature, and corrective actions will be kept on clipboards in the foodservice area for easy use.
- ☐ All applicable forms for daily records will be replaced on a weekly basis or sooner, if necessary.
- ☐ In the case of weekly records, replacement forms will be on a monthly basis.
- ☐ All completed forms will be filed in the filing cabinet in the foodservice supervisor's office.
- ☐ The foodservice supervisor is responsible for making sure that all forms are updated, available for use, and filed properly after completion.
- ☐ The foodservice supervisor is also responsible for educating all foodservice personnel on the use and importance of recording critical information.

Recordkeeping Logs

The following recordkeeping logs are used by foodservice staff as per the documentation schedule noted in the Summary Table for Monitoring and Reviewing HACCP-Based SOP Records:

Cooking and Reheating Temperature Log; Damaged or Discarded Temperature Log; Food Contact Surfaces Cleaning and Sanitizing Log; Refrigeration Log; Thermometer Calibration Log

Summary Table for Monitoring and Reviewing HACCP-Based SOP Records

Note: Maintain all records for a minimum of one year.

Standard Operating Procedure	Record	Monitored By	Reviewed By
Cleaning and Sanitizing Food Contact Surfaces	Food Contact Surfaces Cleaning and Sanitizing Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Cooking	Cooking and Reheating Temperature Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Date Marking Ready-to-Eat, Potentially Hazardous Food	Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Employee Health Policy	To be determined by school officials and State or local health department.		
Handling a Food Recall	Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all); food vendor	Foodservice supervisor

Summary Table for Monitoring and Reviewing HACCP-Based SOP Records, continued

Note: Maintain all records for a minimum of one year.

Standard Operating Procedure	Record	Monitored By	Reviewed By
Holding Hot and Cold Potentially Hazardous Foods	Hot and Cold Holding Temperature Log Refrigeration Log Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Personal Hygiene	Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Preventing Cross-Contamination During Storage and Preparation	Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Receiving Deliveries	Receiving Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor

Summary Table for Monitoring and Reviewing HACCP-Based SOP Records, continued

Note: Maintain all records for a minimum of one year.

Standard Operating Procedure	Record	Monitored By	Reviewed By
Reheating Potentially Hazardous Foods	Cooking and Reheating Temperature Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Serving Food	Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Storing and Using Poisonous or Toxic Chemicals	Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Using and Calibrating Thermometers	Thermometer Calibration Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor
Washing Hands	Damaged or Discarded Product Log Food Safety Checklist	Foodservice staff (all)	Foodservice supervisor

Cooking and Reheating Temperature Log

Instructions: Record product name; time; the temperature of the top, middle, and bottom of the trays; and any corrective action taken on this form. The foodservice supervisor will verify that foodservice employees have taken the required cooking temperatures by visually monitoring foodservice employees and preparation procedures during the shift and reviewing, initialing, and dating this log daily. Maintain this log for a minimum of 1 year.

Date and Time		Food Item	Internal Temperature/ 1 st Lunch			Internal Temperature/ 2 nd Lunch			Corrective Action Taken	Initials	Verified By/ Date

Damaged or Discarded Product Log

Instructions: Foodservice employees will record product name, quantity, action taken, reason, initials, and date each time a food or food product is damaged and/or will be discarded. The foodservice supervisor will verify that foodservice employees are discarding damaged food properly by visually monitoring foodservice employees during the shift and reviewing, initialing, and dating this log daily. Maintain this log for a minimum of 1 year.

Date	Time	Vendor or School	Product Name	Temperature	Corrective Action Taken	Initials/Date	Supervisor Initials/Date

Food Contact Surfaces Cleaning and Sanitizing Log

Instructions: Record time, temperatures/sanitizer concentration, as appropriate and any corrective action taken on this form. The foodservice supervisor will verify that food workers have taken the required information by visually monitoring foodservice employees and preparation procedures during the shift and by reviewing, initialing, and dating this log daily. Maintain this log for a minimum of 1 year.

Date and Time		Sanitizer Concentration (ph)	Corrective Action	Employee Initials	Verified By/ Date

Receiving Log

Instructions: Use this Log for deliveries or receiving foods from GCS-approved food vendor. Record any temperatures and corrective action taken on the Receiving Log. The foodservice supervisor will verify that foodservice employees are receiving products using the proper procedure by visually monitoring foodservice employees and receiving practices during the shift and reviewing the log daily. Maintain this log for a minimum of 1 year.

Date	Time	Vendor or School	Product Name	Temperature	Corrective Action Taken	Initials/Date	Supervisor Initials/Date
		Richmond Community Schools					
		Richmond Community Schools					
		Richmond Community Schools					
		Richmond Community Schools					
		Richmond Community Schools					
		Richmond Community Schools					

Refrigeration Log

Instructions: A designated foodservice employee will record the location or description of holding unit, date, time, air temperature, corrective action, and initials on this log. The foodservice supervisor will verify that foodservice employees have taken the required temperatures by visually monitoring food employees during the shift and reviewing, initialing, and dating this log daily. Maintain this log for a minimum of 1 year.

Location/ Unit Description	Date	Time	Temperature	Corrective Action	Food Worker Initials	Supervisor Initials/ Date
Refrigerator						
Freezer						
Milk Cooler						
Refrigerator						
Freezer						
Milk Cooler						
Refrigerator						
Freezer						
Milk Cooler						
Refrigerator						
Freezer						
Milk Cooler						
Refrigerator						
Freezer						
Milk Cooler						

Thermometer Calibration Log

Instructions: Foodservice employees will record the calibration temperature and corrective action taken, if applicable, on the Thermometer Calibration Log each a time thermometer is calibrated. The foodservice supervisor will verify that foodservice employees are using and calibrating thermometers properly by making visual observations of employee activities during all hours of operation. The foodservice supervisor will review and initial the log daily. Maintain this log for a minimum of 1 year.

Date	Thermometer Being Calibrated	Temperature Reading	Corrective Action	Initials	Supervisor Initials/Date

Step Seven: Review of Overall School Food Safety Program

Overview

The SFSP review is important to assessing the effectiveness of the program. Ongoing and periodic reviews are conducted throughout the year to ensure safe practices, compliance with the SFSP, and to monitor needs for training, retraining, and/or additional corrective actions.

Frequency of Review & Responsibility for SFSP Handbook

The overall SFSP will be reviewed at least once per year or more often if changes take place in the school that impacts foodservice. The foodservice supervisor is responsible for maintaining and updating this program handbook at least once per year. Changes will be documented in the SFSP handbook with a summary of changes report and distributed to the SFSP Implementation Team and foodservice staff.

Food Safety Program Review Checklist

The SFSP Review Checklist outlines the documents included in the review, random record monitoring results, and areas to describe the essential elements of the program. This review checklist follows.

Food Safety Program Review Checklist

1. Documents to review
 - ___ Standard Operating Procedures
 - ___ Food Preparation Process Charts
 - ___ Control Measures in the Process Approach
 - ___ Correcting Problems

2. Monitoring recordkeeping. Choose at random one week from the previous four weeks.

Type of Record (SOP, Temperature Log, Correcting Problems, etc.)	Monitoring Frequency and Procedure (How often? Initialed and dated? Etc.)	Record Location (Where is record kept?)

3. Describe the strengths or weaknesses with the current monitoring or recordkeeping methods.

4. Who is responsible for verifying that the required records are being completed and properly maintained?

5. Describe the training that has been provided to support the food safety program.

6. Do the managers and staff demonstrate knowledge of the plan?

7. Have there been any changes to the menu or operation (new equipment, etc.)?

8. Was the plan modified because of these changes?

Galileo Charter School – School Food Safety Program – Annual Review

GLOSSARY OF TERMS

All of the definitions in this glossary, except those marked with an asterisk (*), have been taken from the Food and Drug Administration document *Managing Food Safety: A Manual for the Voluntary Use of HACCP Principles for Operators of Food Service and Retail Establishments* (draft September 29, 2004).

APPROVED SOURCE: An acceptable supplier to the regulatory authority based on a determination of conformity with principles, practices, and generally recognized standards that protect public health.

CCP: Critical Control Point.

CONTAMINATION: The unintended presence in food of potentially harmful substances, including micro-organisms, chemicals, and physical objects.

CONTROL MEASURE: Any action or activity that can be used to prevent, eliminate, or reduce an identified hazard. Control measures determined to be essential for food safety are applied at critical control points in the flow of food.

CORRECTIVE ACTION: An activity that is taken by a person whenever a critical limit is not met.

CRITICAL CONTROL POINT (CCP): An operational step in a food preparation process at which control can be applied and is essential to prevent or eliminate a hazard or reduce it to an acceptable level.

CRITICAL LIMIT: One or more prescribed parameters that must be met to ensure that a CCP effectively controls a hazard.

CROSS-CONTAMINATION: The transfer of harmful substances or disease-causing micro-organisms to food by hands, food contact surfaces, sponges, cloth towels and utensils that touch raw food, are not cleaned, and then touch ready-to-eat foods. Cross contamination can also occur when raw food touches or drips onto cooked or ready-to-eat foods.

DANGER ZONE: The temperature range between 5 °C (41 °F) and 57 °C (135 °F) that favors the growth of pathogenic micro-organisms.

EXCLUDE: To prevent a person from working as a food employee or entering a food establishment except for those areas open to the general public.

FOOD: Raw, cooked, or processed edible substance, ice, beverage, chewing gum or ingredient used or intended for use or for sale in whole or in part for human consumption.

FOOD ESTABLISHMENT: An operation at the retail or food service level, i.e., that serves or offers food directly to the consumer and that, in some cases, includes a production, storage, or distributing operation that supplies the direct-to-consumer operation (satellite kitchens).

FOOD PREPARATION PROCESS: A series of operational steps conducted to produce a food ready to be consumed.

FOODBORNE ILLNESS: A sickness resulting from the consumption of foods or beverages contaminated with disease-causing micro-organisms, chemicals, or other harmful substances.

FOODBORNE OUTBREAK: The occurrence of two or more cases of a similar illness resulting from the ingestion of a common food.

HACCP: Hazard Analysis and Critical Control Point.

HACCP PLAN: A written document that is based on the principles of HACCP and describes the procedures to be followed to ensure the control of a specific process or procedure.

HAZARD: A biological, physical, or chemical property that may cause a food to be unsafe for human consumption.

HAZARD ANALYSIS AND CRITICAL CONTROL POINT (HACCP): A prevention-based food safety system that identifies and monitors specific food safety hazards that can adversely affect the safety of food products.

INTERNAL TEMPERATURES: The temperature of the internal portion of a food product.

MEAT: The flesh animals used as food including dressed flesh of cattle, swine, sheep, or goats and other edible animals, except fish, poultry and wild game animals.

MICRO-ORGANISM: A form of life that can be seen only under the microscope; including bacteria, viruses, yeast, and single-celled animals.

MONITORING: The act of observing and making measurements to help determine if critical limits are being met and maintained.

* **NSLP:** National School Lunch Program.

OPERATIONAL STEP: An activity or stage in the flow of food through a food establishment, such as receiving, storage, preparation, cooking, etc.

PATHOGEN: A micro-organism (bacteria, parasites, viruses, or fungi) that causes diseases in humans.

PERSONAL HYGIENE: Individual cleanliness and habits.

POTENTIALLY HAZARDOUS FOOD: A food that is natural or synthetic and that requires temperature control because it is capable of supporting:

- the rapid and progressive growth of infectious or toxigenic micro- organisms.
- the growth and toxin production of *Clostridium botulinum* or
- in raw eggs, the growth of *Salmonella enteritidis*; and

Includes foods of animal origin that are raw or heat-treated; foods of plant origin that are heat treated or consists of raw sprouts, cut melons, and garlic in oil mixtures that are not acidified or otherwise modified at a processing plant in a way that results in mixtures that do not support growth of pathogenic micro-organisms as described above.

PROCESS APPROACH: A method of categorizing food operations into one of three categories:

- Process 1: Food preparation with no cook step, wherein ready-to-eat food is received, stored, prepared, held and served;
- Process 2: Food preparation for same day service wherein food is received, stored, prepared, cooked, held and served; or
- Process 3: Complex food preparation wherein food is received, stored, prepared, cooked, cooled, reheated, hot held, and served.

RECORD: A documentation of monitoring observations and verification activities.

REGULATORY AUTHORITY: A Federal, State, local, or tribal enforcement body or authorized representative having jurisdiction over the food establishment.

RESTRICT: To limit the activities of a food employee so that there is no risk of transmitting a disease that is transmissible through food and the food employee does not work with exposed food, clean equipment, utensils, linens, and unwrapped single-service or single-use articles.

RISK: An estimate of the likely occurrence of a hazard.

RISK FACTOR: One of the factors identified by the Centers for Disease Control and Prevention (CDC) as contributors to the foodborne outbreaks that have been investigated and confirmed. The factors are unsafe sources, inadequate cooking, improper holding, contaminated equipment, and poor personal hygiene.

* **SFA:** School Food Authority

SEVERITY: The seriousness of the effect(s) of a hazard.

SOP: Standard Operating Procedure.

STANDARD OPERATING PROCEDURE (SOP) –A written method of controlling a practice in accordance with predetermined specifications to obtain a desired outcome.

TEMPERATURE MEASURING DEVICE –A thermometer, thermocouple, thermistor, or other device for measuring the temperature of food, air, or water.

RESOURCES AND WEBSITES

Indiana Department of Education. Office of School and Community Nutrition Website:
<http://www.doe.in.gov/food/>

Indiana School Nutrition Association Website: <http://www.indianasna.org>

Indiana State Department of Health. (13 November 2004). *Retail food establishment sanitation requirements, Title 410 IAC 7-24*. http://www.in.gov/isdh/files/410_iac_7-24.pdf

National Food Service Management Institute. (2002). *Responding to a Food Recall*. University, MS: Author.

National Restaurant Association. (2006). *ServSafe*.

United States Department of Agriculture (USDA), Food and Nutrition Service. (June 2005). *Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles*. Retrieved from www.extension.iastate.edu

United States Department of Agriculture, Healthy Meals Resource System Website:
http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=1

United States Food and Drug Administration, FDA *Food Code* Website:
<http://www.fda.gov/Food/FoodSafety/RetailFoodProtection/FoodCode/default.htm>

ATTACHMENTS

GCS SFSP Annual Review Report (June 2011)

Overview

Annually, Galileo Charter School is required to conduct a review of the School Food Safety Program (SFSP). This year's review is unique in that we have just recently implemented the program. In the checklist and comments that follow, the results fall short of the Implementation Team's expectations for this program, regardless of the fact that it was planned and begun mid-year. School food safety is vital to a successful meals program – and especially critical to the health of our students.

Despite the thorough design and planned implementation of the SFSP, ongoing monitoring and recordkeeping have been incomplete and ineffective in meeting the level of cleanliness and organization required to provide a safe foodservice environment. Foodservice staff participated in initial training during the spring and received follow up information as a result of problems identified in spot checks of the foodservice areas.

To ensure adequate levels of future training and supervision support for foodservice staff, the SFSP review results documented here need to be addressed over the summer. On the final page of this report, we include recommendations and timelines for changes in the SFSP *Handbook* and in the operation of the program itself.

Reviewers:

Jan Tyler

Diana Keiser

Mike Current

Report Completion Date:

June 9, 2011

Food Safety Program Review Checklist

Reviewers: Michael Current, Diana Keiser, Jan Tyler

1. Documents to review

- ☒ Standard Operating Procedures
- ☒ Food Preparation Process Charts
- ☒ Control Measures in the Process Approach
- ☒ Correcting Problems

Additional documents reviewed:

Spot Checks from 2011: January 31; February 16; February 24; March 2; March 9; March 11; March 16; March 21; April 14; April 21; April 26; May 5; May 9; May 19

Comments from Reviewers:

Reoccurring problems with spot checks include the following:

- Lack of cleanliness of equipment and carts; unkempt Meal Magic carts
- Undated food in refrigerator and freezer
- Inconsistent documentation in logs
- Noncompliance with foodservice uniform requirements (hairnets on at all times; gloves even when handling empty trays)
- Food waste/disposal due to not following first in, first out (FIFO)
- Inconsistency in locking food storage equipment and rooms
- Ongoing needs for additional cleaning (ie., red spill in South freezer since April 14 spot check; crumbs on tables and sticky floors immediately after foodservice staff departure for the day)
- Lack of attention to detail in maintaining an orderly work and storage space (ie., random items out of place during spot checks, including cough drop wrapper inside milk chest)
- Reoccurrence of items on spot checks (problems not being corrected)

2. Monitoring recordkeeping. Choose at random one week from the previous four weeks.

Type of Record (SOP, Temperature Log, Correcting Problems, etc.)	Monitoring Frequency and Procedure (How often? Initialed and dated? Etc.)	Record Location (Where is record kept?)
Cooking and Reheating Temperature Log	Daily 3x; Initialed by foodservice staff, verified by supervisor	North on computer cart; South on top of milk cooler
Refrigeration Log	Daily; Initialed by foodservice staff, verified by supervisor	North on computer cart; South on top of milk cooler
Damaged or Discarded Food Log	Daily or as needed; Initialed by foodservice staff; verified by supervisor	North on computer cart; South on top of milk cooler
Receiving Log	Daily; Initialed by foodservice staff; verified by supervisor	North on computer cart; South on top of milk cooler

Comments from Reviewers:

Review of records show a need for further training and supervision/monitoring of staff. Additionally, some logs need to be revised (instructions and column headers) to facilitate ease of use.

Thermometer calibration logs were not included in this review as they were never completed.

Spot checks and copies of log forms documented incomplete recordkeeping. As of the date of this review, no logs at the North Building had been completed after May 25.

3. Describe the strengths or weaknesses with the current monitoring or recordkeeping methods.

Comments from Reviewers:

Strengths:

- We have developed and implemented the monitoring and recordkeeping methods prior to the end of this school year.
- Conducting spot checks has provided a documentation record for the SFSP Implementation Team to review and for the supervisor of foodservice staff to address with them.

Weaknesses:

- Implementation of monitoring and recordkeeping is incomplete as daily staff supervision and recordkeeping is not being done thoroughly.
- Inadequate daily supervision of foodservice staff is a problem that needs to be corrected immediately.

4. Who is responsible for verifying that the required records are being completed and properly maintained?

Comments from Reviewers:

For this school year, the supervisor for foodservice staff has been responsible for ensuring recordkeeping completion and maintenance. Foodservice staff report to Mr. Michael Current, Dean of Students.

5. Describe the training that has been provided to support the food safety program.

Comments from Reviewers:

Training session on Saturday, March 26, 2011, with four foodservice staff members. Foodservice staff received SOPs and received instructions for completing monitoring and recordkeeping logs. Ongoing training has been provided for staff for correction of spot check problems and for maintenance of logbooks.

Tushawn Craig and Gina Shipp have completed CPR training; their cards will expire 10-1-2012.

6. Do the managers and staff demonstrate knowledge of the plan?

Comments from Reviewers:

This is the first year of the SFSP, and it was developed and implemented in the last half of the school year. The SFSP Implementation Team can readily demonstrate knowledge of the plan and its components as they have been involved since the beginning. Foodservice staff members are still learning what is required for maintaining the SFSP guidelines and expectations.

In the future, foodservice employees will participate in more extensive training on the Galileo SFSP as well as on food safety through the University of Mississippi National Food Service Management Institute (NFSMI). "Serving It Safe" is an online food safety course on clean and sanitary foodservice environments. The 12 hour course is offered free through the NFSMI website. The IDOE School and Community Nutrition website also has links for online training for foodservice supervisors and staff.

7. Have there been any changes to the menu or operation (new equipment, etc.)?

Comments from Reviewers:

This school year we changed vendors for food; Richmond Community Schools is our food supplier. The food-warming equipment and transporters were new for the school this year.

Also new this year was the addition of a menu in Spanish.

8. Was the plan modified because of these changes?

Comments from Reviewers:

The plan was not modified because of these changes as this was the first year for our SFSP.

Preparing for the 2011-2012 School Year

The reviewers recommend the following:

- Revision of SFSP *Handbook* for the 2011-2012 SY as per USDA and IDOE requirements.
Timeline: June-July revisions; August distribution and training
- Addition of foodservice employee health checklist and policy per ISBH guidelines;
development of alternate duties for staff.
Timeline: June-July policy and procedure development and inclusion in *Handbook*; August
distribution and training
- Creation of foodservice training plan and training recordkeeping including initial training on
NFSMI "Serving It Safe," GCS standard operating procedures (SOPs), and log forms;
development of foodservice training plan to include weekly and monthly training and topics.
Timeline: June-July planning and development; August implementation
- Expansion of SFSP training to all Galileo staff; new federal laws require extending the
SFSP beyond the cafeteria to any areas and/or places in which food is served to students;
all instructional staff who serve as lunch monitors need to be trained on food safety also.
Timeline: August training
- Creation of bulletin boards for legally required postings and helpful reminders for
foodservice staff; development of plan for upkeep of information on boards at each building.
Timeline: June-July development; August implementation
- Development of a system of supervision for foodservice delivery to ensure quality and safe
practices; development of a plan for random spot checks during staff work hours.
Timeline: June-July development; August 16 implementation
- Development of a monitoring plan for foodservice equipment to ensure cleanliness, working
order (including adequate temperature maintenance), and engaged power switches/plugs.
Timeline: June development and implementation
- Inventory of all foodservice program supplies; creation of supply ordering schedule/plan for
upcoming year.
Timeline: June inventory; July schedule creation; August implementation

GCS SFSP Planning for 2012-2013 School Year

Galileo Charter School
Medical Emergency Response Plan
First Aid, Emergency Treatment, and Administration
of Specific Medication for Students

Definition of Medical Emergency and General Protocol

Medical emergencies are defined as the following: chest pains, unresponsiveness, severe bleeding, unable to breathe, or any incident deemed as a medical emergency. Should a medical emergency arise, 911 will be called. Staff will then call the C.A.O. and/or Lead Teachers to let them know of the situation.

I. PURPOSE

To establish procedures for the administration of emergency first aid services in the schools, including first aid, emergency treatment, and administration of emergency medication for students.

Procedures established in this policy shall be followed during the school day, at school-sponsored activities, and while on a school bus or other school property.

II. GENERAL PROVISIONS

- 1) The provisions of this policy are intended to meet student health needs during minor and major injuries or medical emergencies.
- 2) To ensure student safety, Galileo Charter School has adopted the position that parents and guardians shall administer medications at home whenever possible.
- 3) The Galileo Charter School recognizes that accidents and medical emergencies can and do happen during school campus hours and during school-sponsored events; therefore, Galileo Charter School has adopted guidelines to prepare staff members to provide first aid and emergency care during these unexpected events.

III. FIRST AID AND EMERGENCY TREATMENT

- 1) First aid shall be provided to students, school staff, and campus visitors.
 - a) Any school staff member designated by the C.A.O. to render care shall complete training in CPR and basic first aid provided by the American Heart Association and/or another nationally recognized training organization.
 - b) First aid supplies shall be kept in central locations in each building, where they will remain clean, dry, and available to all personnel.
- 2) Since students may have epileptic seizures and/or asthma attacks or other health conditions at school, teachers shall be made aware of appropriate procedures for handling these conditions and for calling 911, Emergency Medical Services (EMS). Each year, student's parents or guardians will be requested to update the Health &

Physical Record Form and the Authorization for Medical Care with the student's current health condition and any known major health conditions or allergies that may require school personnel to provide emergency care.

- 3) When an emergency exists, Galileo Charter School staff members will implement appropriate emergency procedures, "activating the school's Emergency Response Plan (ERP)."
 - a) Any staff member can contact 911, EMS.
 - b) Staff members at every school shall be trained to administer emergency procedures needed in life-threatening situations. In general, those trained shall be staff members most likely to be in immediate proximity to the student, staff person, or visitor in the event of an emergency.
 - c) A school "employee" includes any person employed by the Galileo Charter School who is assigned to the public school as a result of an agreement between the Galileo Charter School and the School Board.
 - d) Additional staff shall be trained in basic first aid and CPR so that all persons needing either CPR, rescue breathing, or other life-supporting first aid can be reached within three (3) minutes of the school's ERP being activated.
 - e) At least one employee per building shall be trained on CPR and AED use as an Automated External Defibrillator (AED) is maintained in each building.
- 5) Emergency Injections: epinephrine auto-injectors prescribed for students with identified allergies:
 - a) All staff will be trained on using epinephrine auto-injectors. These persons are taught by the school public health nurse to administer the injection, following established training guidelines.
 - b) Only premeasured doses of epinephrine (Epi-Pen or Epi-Pen Jr.) may be given. The injection will be given immediately after report of exposure to the allergen or at the prescribed student's request due to onset of allergic reaction. Type of exposure (e.g., ingestion, skin contact, inhaled) as well as specific allergen must be indicated on the licensed medical professional's order.

Trained staff members must be able to access the student within TWO (2) MINUTES OF ONSET OF SYMPTOMS or notification.

- c) Some students are approved by the C.A.O. to carry their own epinephrine. The trained persons in addition to the school nurse must be instructed in the administration procedure in the event that the student is unable to self-administer. A second dose, to be used for back up, should be kept in the clinic and/or other approved locations in case the student's medication is not available.
- d) The parent or guardian and licensed medical professional, as indicated, must complete the appropriate authorization form.

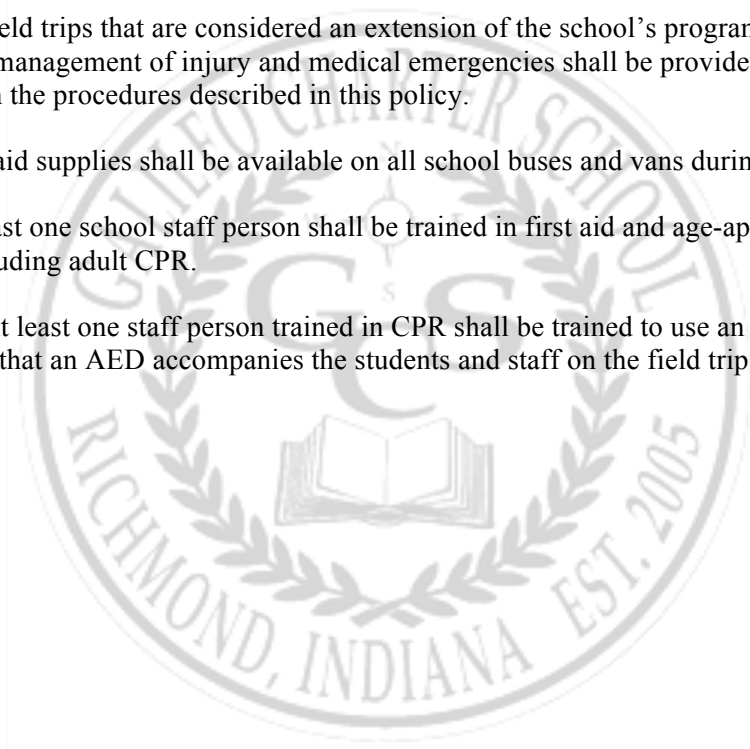
- e) The school shall contact EMS IMMEDIATELY (if available, send another staff person to dial 911) and the parent or guardian when a student has been given epinephrine.

6) Inhalers:

- a) With a diagnosis of asthma, and orders from a licensed medical professional, a student may be permitted by the C.A.O. to carry and use an inhaler for asthmatic conditions.
- b) School staff will be trained at the beginning of the school year on how to use an inhaler.

IV. FIELD TRIPS

- 1) For field trips that are considered an extension of the school's program, arrangements for management of injury and medical emergencies shall be provided in accordance with the procedures described in this policy.
- 2) First aid supplies shall be available on all school buses and vans during field trips.
- 3) At least one school staff person shall be trained in first aid and age-appropriate CPR, including adult CPR.
 - a) At least one staff person trained in CPR shall be trained to use an AED, provided that an AED accompanies the students and staff on the field trip.



Galileo Charter School

2011-2012 Bus Safety Plan

Introduction

For general safety of passengers, school and public buses must have a plan in place to address emergency situations. The following plan has been developed to meet the safety criteria set forth by Galileo Charter School, Student Transit, and the State of Indiana. All bus drivers and school officials must read this document and become familiar with the concepts and drills found within the plan. The overall purpose and goal of this plan is make sure all parties involved are prepared for the various emergencies that can and do take place every day. Safety is the number one goal when transporting students of Galileo Charter School.

General Concepts

Bus Driver Emergency Responsibilities

In case a bus is stranded or rendered incapable of operating, the bus driver must notify the Student Transit bus garage and supply the number and location of the bus and provide details of the situation. In case of an accident, serious medical emergency, or fire to the engine or other part of the bus, the bus driver must notify the Student Transit bus garage – who will then notify the police and fire department – followed by Galileo Administration. Bus drivers must fill out all reports of any first aid administered, serious injuries, and if passengers had to be taken to receive medical attention. In the event of an emergency, the bus driver will explain all emergency procedures to the students. In the case that a bus driver is rendered incapacitated, a pupil leader or bus attendant takes charge of the bus and calls for assistance using the bus radio and attempts to evacuate the bus.

Evacuation

In the case of a bus emergency where the bus must be evacuated, first, the ignition must be turned off and the emergency brake should be applied. Evacuation proceeds from the rear if the bus is blocked from the front and from the front if the rear of the bus is damaged. All belongings are to be left on the bus. In case of a school bus emergency, older pupils aid younger pupils in getting off the bus. Passengers must leave one row at a time and in an orderly fashion. Once departed from the school bus, passengers must stand 100 feet away from the impaired or damaged bus. Passengers are not allowed to request a ride from a passerby or walk the rest of the way to their final destination. In the case of an accident, each passenger must be examined for possible injuries.

Emergency Equipment

Emergency equipment must accompany each bus for cases of emergencies. A first aid kit must be present on the bus at all times and inspected regularly of proper emergency content and viability of supplies (expiration dates need to be checked yearly at the minimum). Emergency cards must be available as well, with proper telephone numbers

including the police department, emergency medical services, and transportation office number. Flags or flares should also be on the bus and used as warning devices in case of an emergency or accident.

Specific Concerns

Accident/Disabled Bus

In case of a disabled bus or a bus accident, the driver will check on the safety of the students, then immediately inform the C.A.O. After obtaining names of students on the bus, the School office will contact parents. The driver will remain with the bus and keep the pupils under control until they can be safely removed. Only parents or guardians may pick up a student from a disabled bus. In case of injury, emergency personnel assume responsibility for the injured student.

Emergency Evacuation

The following are instances when a driver should evacuate the school bus:

1. Fire or Danger of Fire.

Proximity to an existing fire or gasoline or other combustible material combined with an inability to move the bus is considered danger of fire and pupils should be evacuated. Likewise, the driver should stop and evacuate the bus immediately if the engine or any portion of the bus is on fire. In either case, pupils should be moved to a safe place 100 feet or more from the bus and instructed to remain there until the driver has determined that the danger has passed.

2. Unsafe Position.

When the bus is stopped because of an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for pupils to remain on or evacuate the bus.

3. Mandatory Evacuations.

The driver must evacuate the bus when:

- a. The final stopping point is in the path of a train or adjacent to railroad tracks.
- b. The stopped position of the bus may change and increase the danger. The driver should be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.
- c. The stopped position of the bus is such that there is a danger of collision.

Emergency Procedures: Three Step Process

There are three necessary steps that shall be taken immediately upon onset of all emergencies. The severity of the emergency may alter the order of events to protect the welfare and safety of the children, but these three steps will always remain:

Step One Move bus to the safest location.

Step Two Assess the need for first aid or medical attention. Render first aid as necessary; call 911 for serious medical conditions.

Step Three Contact the bus garage, which in turn, will contact the school administrators.

Other Types of Emergencies

When emergency situations occur during the transportation of children, (i.e., Take Cover, Surprise Attack, or Fire), the following emergency procedures shall be enacted:

Take Cover (e.g., tornado):

Find shelter for the group or command children to take cover utilizing the seats in the bus.

Surprise Attack:

Stop the bus and command children to "Drop" in the aisles or under the seats for protection. Do not park near buildings or stop under or on highway overpasses.

External Fire or Chemical Spill:

Drive away as quickly as possible. In the event of a hazardous chemical spill, get the bus uphill and upwind from the chemical spill.

Extreme Emergency Conditions:

If conditions at destination are deemed unsafe, return to home school.

Bus Driver Responsibilities

The Bus Driver(s) shall:

- a. Supervise staff and children if an emergency occurs while they are on the bus.
- b. Issue the appropriate commands if an emergency occurs while students are in the bus.
- c. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.

Bus Monitor/Aide Responsibilities

Bus Monitor/Aide shall be responsible for supervision of students in their care.

The Bus Monitor/Aide shall:

- a. Direct evacuation of children in their care to inside or outside assembly areas in accordance with command given based on specific emergency situation.
- b. Take attendance when children must be relocated to an outside or inside assembly area or to another location.
- c. Report missing or injured children to the Supervisor.
- d. Administer first aid to students in need of first aid; call 911 for children in need of medical attention.
- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.

Making Verbal Contact

The following verbal contact ensures the safety of children and staff on the bus at all times. Bus drivers are responsible for making ONE call. The purpose of the call is to inform the director of the actual emergency, giving all pertinent information needed. This call should be made after the bus has been moved (if necessary) to a safe location and the safety of the children has been determined. If a child is injured, the bus driver/aide will call 911 and report the injury.

Information Specific to Galileo Charter School

Contact Info

1. Jan Tyler 765-993-5639: Call if something is needed before school hours or in cases of emergency.
2. Kevin Handley Sr. 765-977-5135: Can call before school hours. Contact immediately in case of any emergency situations.
3. Galileo Charter School Office 765-983-3709: Call during hours of 7:00 am - 5:30 pm and call for all non-emergency concerns or questions.

