Application Narrative

For the charter reauthorization, the narrative section of the application is reflective of the Performance Reauthorization Standards. In your responses, please address all the specific elements listed under the main heading of each section. If additional information or documents are needed to address a particular section, make specific reference to them in the section, label them the appropriately numbered attachment, and append them to the application.

A. Provide a Statement defining the **Vision** and **Mission** of the school. How have they been consistently implemented throughout all aspects of the school?

Mission

Renaissance Academy Charter School will help every child enrolled reach his or her greatest potential with confidence and joy. Kindergarten to eighth grade students will realize this mission in a small school that provides a supportive community atmosphere with a rigorous academic program based in the Montessori philosophy of education and supported by student exposure to a variety of enrichment classes and extracurricular experiences.

Vision

Renaissance Academy Charter School provides a valuable alternative for public school students in the Michigan City area. It closes a gap in the area by providing a small kindergarten-through-eighth grade school that combines the Montessori philosophy of hands-on learning and individualized instruction with high quality academics, high student expectations, and a wide array of enrichment activities. It is a small public school where all students can feel good about themselves while learning at their own best pace.

Our goal is to give every child who enrolls a superior educational foundation, well-rounded experience, and a lifelong love of learning.

Children have opportunities to progress far beyond the usual expectations, but do not feel out of place at their current level. Students are treated with respect and taught to respect others. Every child is exposed to a wide variety of subject areas, learning methods, and enrichment courses so each can grow in his or her own best way to be the best person he or she can be.

Renaissance Academy Charter School provides a thriving school community where children feel safe and welcomed, recognized and fully accepted as the individuals they are.

Kindergarten through eighth grade is offered in an environment where children are held to high standards for their behavior and learning. Renaissance Academy Charter School improves student achievement throughout the community with its high standards and by providing a new public school option.

B. Provide a statement of the **Goals** for the school. What are the actions implemented to attain each of the goals?

Renaissance Academy's overall goal is to help every child reach his or her greatest potential with confidence and joy; to give every child a superior educational foundation, a well-rounded school experience, and a lifelong love of learning that equips him or her for the challenges of a 21st century economy; to involve parents in their child's education in support of the best development of the whole child; and to achieve financial security and staff stability for long term success.

Academic Goals:

- ***Provide a Superior Educational Foundation***

Renaissance Academy Charter School will annually make Adequate Yearly Progress as defined by the Indiana Department of Education in response to the federal No Child Left Behind requirements. We anticipate that literally *all* of our children will be successful in achieving these academic goals. Our Montessori curriculum incorporates the Indiana Academic Standards in a natural, creative, joyful, holistic environment. Classroom teachers work to ensure that each child achieves at his or her own highest level.

Renaissance Academy Charter School will focus on helping children to acquire the skills they need to meet or exceed all Indiana Academic Standards. All standards will be tracked by classroom teachers and communicated to parents. Parents will be given the Indiana Academic Standards booklets so they can consistently review standards and performance with their child and the child's teachers.

The Montessori method and philosophy takes prior knowledge and interests and builds academic success through sequence, discovery, and mastery based on the developmental level and needs of the individual child. Children advance through our strong core curriculum on a continuous progress and mastery-learning basis.

Specifically, during the second year of operation, Renaissance Academy Charter School will demonstrate the following performance benchmarks:

- The school will annually demonstrate the growth of students in the basic skills areas of reading, language, and mathematics by posting a median gain of more than one-year's growth in reading, language, and mathematics, based on comparisons of year-to-year administration of standardized tests, when students tested in both years are considered.
- English/Language Arts – passing ISTEP+ scores, and other norm-referenced assessments, will far exceed the local school corporation passing ISTEP+ scores.
- Mathematics – Renaissance Academy Charter School passing ISTEP+ scores, and other norm-referenced assessments, will far exceed the local school corporation passing ISTEP+ scores.
- Renaissance Academy Charter School students passing both Mathematics and Language Arts ISTEP+ scores will far exceed the local school corporation passing ISTEP+ scores.
- All students will improve at least one grade level per year as measured by standardized testing.
- Students who have spent two full years at the school will, on average, score better than students in the same district with comparable demographic compositions.
- Renaissance Academy Charter School will identify students with academic deficiencies in either reading or mathematics, and intervene immediately to bring these students' performance up to their highest possible level.
- At least 90 percent of daily homework will be completed and handed in, to be recorded and reported by classroom teachers.
- Renaissance Academy Charter School will provide a positive climate for learning as measured by informal observations and formal staff climate surveys conducted annually.
- Renaissance Academy Charter School will achieve attendance rates that meet or exceed the local school corporation for K-up, which is currently reported at 94.8 percent.

Student-focused Non-Academic Goals:

- ***Provide a Well-Rounded School Experience.***
  - All students (100 percent) will engage in Art, Music, Spanish language, field trips, and other exploratory classes and programs.
  - All students (100 percent) will contribute to at least one public art or music demonstration / performance each year.
  - All students (100 percent) will participate in a variety of physical education activities.
  - At least 25 percent of students will participate in extracurricular piano, violin, guitar, or wind instrument instruction in addition to general music classes.
  - All students (100 percent) will be involved in character education activities including focused reading, writing, and group discussions.
  - All students (100 percent) will learn important social skills and join in a variety of social education activities.
  - All students (100 percent) will be engaged in their own learning in a way that gives them independence, responsibility, and pride in their academic accomplishments.

Classroom teachers will communicate a classroom summary of how these goals were addressed at the end of each year. Many assessment tools will be used to understand the success of the child. These assessments may include but are not limited to: Student performance, parent questionnaires, teacher narratives, learning journals, portfolios, student questionnaires, individual learning plans, and student self-reflection papers.

- ***Involve parents in their child's education.***
  - A parent/guardian of at least 85 percent of students will attend each of the two parent-teacher conferences held during the school year.
  - A parent or guardian of every child will attend at least one parent-teacher conference each school year.
  - Meet the expectations and needs of parents of students as measured by annual parent surveys, with an overall satisfaction level of at least 85 percent.
  - 70 percent of parents will fulfill a volunteer commitment each year.

Operations and Management Goals:

- ***Achieve Financial Security and Staff Stability*.**
  - We will annually retain at least 80 percent of the students who could continue from year to the next.
  - 100 percent of staff will meet Highly Qualified standards, per No Child Left Behind requirements.
  - We will annually retain at least 80 percent of staff that are eligible from year to the next.
  - We will continue to operate with a positive net income at the end of each school year.

Is the School an Academic Success/School Has Accomplished Its Mission and Goals

1. What levels of progress have the students made on required statewide assessments?

a. After completing the Assessment Data Charts, provide the following analysis of your student performance data.

What do these data tell you? ***Consider the following questions in your analysis.***

i. What areas of weakness are indicated by these data?

According to the data there are no overwhelming areas of weakness. Notwithstanding, we are constantly assessing and refining our teaching strategies to optimize student performance.

Do the state data, the achievement data and the individual student data align to support your conclusions?

Yes.

ii. What areas of strength are apparent?

Reading/ Language Arts appear especially strong.

iii. What factors have contributed to these results, and how have these factors contributed to student performance results?

Our strong curriculum and intensive reading program have contributed to student achievement and positive overall test results.

a. Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?

N/A

b. Have ALL students performance been analyzed, what progress monitoring tools do you have in place that provide this information?

Yes. We use state data, achievement data, and individual student data to analyze student progress and the success of our teaching methodology.

c. Explain what research-based interventions you are using and why you chose them?

Students in need of intervention receive intensive small group and individualized instruction.

iv. What are your school's next steps?

Our school's next steps are to complete the renewal process to continue our excellent educational method into the next half decade. We are continuing to grow and will work to have all incoming students reach high levels of performance.

v. How will you know if it is working?

vi.

We will continue to make AYP, retain a high percentage of current students and attract new students, and out-perform area public schools.

b. Provide meaningful comparisons to district-of-residence student performance over time. Where possible, present multi-year data for baseline purposes and use cohort data if available. Are you out-performing the non-charter schools?

c.

Data comparisons attached.

d. Describe and discuss the school's past and current Adequate Yearly Progress (AYP) status in the context of the No Child Left Behind (NCLB) standards. Include the discussion of both **primary** and **secondary** indicators regarding AYP status.

We have made AYP in every year in every area.

e. Describe and discuss the school's past and current PL221 category/Grade given by the Indiana Department of Education. Show the history of your category placement since the opening of the school.

Renaissance Academy Charter School received A (Exemplary) each year until the last, 2011, when the school score was B (Commendable). We were disappointed in the B grade as we always like to earn A's but with a large number of new students it is difficult to show continuous improvement in test scores. As discussed in the test graphs, the school achievement was good with overall passing rates still well above the local average, but they declined from the previous year. This was a function of the math scores, and we did restructure our math classes in response even though it is still primarily a result of a high percentage of struggling incoming students. Reading scores still exceeded district expectations.

(*Achievement data should be presented in clearly labeled tables and figures. Evidence of a school's capacity to analyze, present, and discuss achievement data is expected in this section of the report. Gains and losses are also expected in the achievement of student)*

f. Include the following statistics for **alternative** proficiency assessments to the extent applicable for your school.

- the percent and number of students tested,

2010-11: 9
2009-10: 11

- percent and number of eligible students who did not take the test,

0

- percent and number of students who qualified as **Pass+**, **Pass** and **Did Not Pass**.

2010-11	Pass	Pass+	Did Not Pass
Math	11% (1)	67% (6)	22% (2)
Eng/LA	11% (1)	89% (8)	
Social Studies	33% (1)	67% (2)	
Science		100% (4)	

2009-10	Pass	Pass+	Did Not Pass
Math	30%	40%	30%
Eng/LA	33%	67%	
Social Studies	33%	67%	
Science			

- list the assessments and which grade levels were tested using each assessment.

IMAST

(Present results by year and test subject for at least the last four years.)

f. In the absence of expected achievement, what are the identified problem areas and what are the proposed changes in curriculum and/or instruction in order to address the issues.

Is the School an Academic Success?/High Quality Instruction is Evident in All Classrooms Throughout the School
2. Provide the instructional goals and methods for the school, which at a minimum; include teaching and classroom instruction methods that are used to provide students with the necessary knowledge, proficiency, and skills to reach the goals of the school.

Provide a description of the teaching and classroom instruction methods that have been used.

Renaissance has incorporated hands-on, abstract, traditional, and cutting-edge techniques to personally create each child's work plan focused on the ways that he or she best learns, utilizing an academically focused Montessori philosophy of education.

i. Have they been successful? How do you know?

Yes. State data, achievement data, and individual student data support this conclusion.

b. Provide an instructional plan that includes the current curricula for each grade and year.

Attached.

c. If original instructional methods outlined in the original application have changed, provide a justification of this as well as to the efficacy of this modification. N/A

d. How are the educational needs of the special populations such as ELL and Special Education students met by the curriculum and instructional program of the charter school?

Our curriculum is designed to meet the needs of all individual students, whether below, at, or above grade level. Student needs are met through individual, small group, and large group instruction. Instruction is based on student ability and skills.

e. Does the plan comply with all legal requirements?

Yes.

Is the School an Academic Success?/A Clearly Defined Rigorous Curriculum That Prepares Students to Meet State Performance Standards
3. Is the school implementing its educational program as described in the original charter application? Describe the educational philosophy and provide detail on the unique and innovative features in the educational program?

a. Identify the schools philosophical approach to educating students and how the school has focused on improving student learning and outcomes.

The goal of Renaissance Charter School is to create an environment in which every child can learn in his or her own best way. Instead of the entire class being taught as a unit, students are treated as individuals progressing at their own pace, each at the ideal time for learning some particular skill and each student is helped to learn in the manner that works best for him or her. Rooms are

arranged according to areas of learning – reading, writing, mathematics, science, history, geography, and so on. Scientifically designed materials will be provided for hands-on manipulation, and the child is lead step-by-step lead toward abstract knowledge. The materials are self-correcting so the students work successfully. As students grow older and are ready for more abstract thinking, they use textbooks, original sources, and research materials to expand their learning.

Scientifically Designed

Italian physician Maria Montessori created this method of education a century ago. She began a revolution in education accidentally. When working with young children in a medical facility she approached the process of learning as a scientist, observing the children to find out how they learned best. She discovered that children have basic needs and natural tendencies, and when these are met the children progress rapidly. Dr. Montessori designed teaching tools that enabled these children to learn things never expected of them. Test scores that rated these children higher than their peers in traditional schools were so remarkable that she gained international attention. Montessori's own response was to question the traditional schools' methods.

Dr. Montessori was asked to run a center for young children in a very poor neighborhood. These children also surpassed all expectations, and outscored their age-mates in top quality schools. Word of Montessori's method spread and it was adopted in schools throughout Europe. She expanded her methods to include children from all parts of society and of all ages.

Renaissance Charter school students significantly outscore their peers on standardized testing. While every child is not gifted in the same way, each can be helped to reach his or her own highest level and that is enough to make them shine on tests.

Based on Brain Development

Montessori discovered that there are "planes of development" during which children have different focuses and learn in different ways, so she designed her schools to cater to these natural patterns. Montessori observed that young children learn best through the use of their senses. They need to touch, feel, move, see, hear, smell, and taste. They enjoy repetition and care little about the product of their action. Older children develop reasoning. They are more social and care deeply about the product of their work. Dr. Montessori designed learning materials to give sensory experience to young children and methods to help elementary students develop their abstract reasoning.

Social Growth

Because she found that learning often comes from interaction with other children, Maria Montessori designed classrooms with three-year age spans, in accordance to the planes of development. At Renaissance Charter School younger students will learn by watching older ones, older children will solidify understanding by teaching the younger. Every child will learn at his or her own pace, without feeling out of place. Children's respect for each other and the classroom will be fostered by lessons of grace and courtesy. While developing individually, each child will feel part of a group.

Montessori schools have long been recognized as optimal environments for gifted students, because the child is allowed to advance as far as he or she is capable. But for the same reason the schools are actually optimal environments for every child. At Renaissance Charter School, this educational method helps every child whose family supports it.

Joyfully Learn at Greatest Potential

To most parents, much of the above sounds familiar, because this is how our own young children learn at home. We don't teach how to run with lectures, but by creating a setting and foundation for a child to learn. We set the young infant down in a safe place so he can build strength lifting himself. We provide toys that encourage interest and movement. We provide an environment for him to crawl, with interesting items to seek out. We let babies crawl for some time before holding their hands for their first steps. At the right time we provide walking toys. Although the baby may fall many times, he or she always gets up and tries again. We set the place, guide and encourage. And when a child finally walks parents say, "He learned" - not "I taught him." Once those first steps are taken, we can't stop the child from learning to run.

Good parents provide a safe and stimulating environment with the interaction necessary for their child/infant to learn to crawl, walk, and talk. This is the model for a Montessori classroom. Montessori schools provide a safe and stimulating environment with the interaction necessary for students to learn sounds, then to read, and ultimately to read great literature; this continues with all areas of the curriculum. A carefully arranged environment is prepared for each child to learn, followed by guidance, help, and encouragement. The children learn naturally and joyfully.

To support this lifelong process of learning, Renaissance Charter School has a strong core curriculum that exceeds Indiana Standards at every grade level and the school holds high expectations for each child. Subjects include English and Foreign Language, Mathematics, Reading/Literature, Composition, Science, History, Geography, Art, Music, and varied enrichment classes. While courses and overall curriculum are the same for every student, each child is treated as the individual s/he is. Students are not held back to wait for the group to catch up or placed in levels beyond their ability. Instead, each child is allowed to steadily progress through the curriculum at his or her own best pace in each subject area. Renaissance Charter School is designed to help all students feel comfortable with themselves, discover their strengths, overcome their weaknesses, and become the best they can be.

The Renaissance Charter School Montessori method is an effective choice for every student who enrolls, regardless of the individual's educational background and whether or not the student has ever attended a Montessori school before. While some educators assume that students need a certain background, specifically a consistent Montessori background, to succeed in a school that embraces the Montessori philosophy of education, Renaissance does not accept this premise. In fact, it is a fundamental aspect of the philosophy of the school to take students from where they are, wherever they are, and help each reach his or her own highest levels. Their school background does not impact this. The philosophy and methods are in place to help every child, not to set up a hindrance. The ability of students to successfully integrate into a Montessori school has been resoundingly proven at Renaissance. Students have enrolled at Renaissance, joining a Montessori classroom for the first time, at every point along the kindergarten through eighth grade path, and every one of them has been able to thrive in the setting. Renaissance Charter School welcomes, and markets to, students from all varieties of schools.

It is the goal of Renaissance Charter School to keep each child challenged, to constantly raise the bar, to assist in overall social, emotional, and academic development, to immerse students in a rich learning environment, filled with information, varied experiences, and high expectations. Students will be required to work, to focus, to learn, practice, repeat, and achieve. This will be done though, with varied expectations and methods for each. Hands-on learning activities, lectures, textbooks, novels, field trips, guest speakers, stories, discussions, and group interaction will be used to find the best way to reach each student in each area of learning, and also to help each student learn about learning and about himself, to experience joy in learning, to gain confidence, and to find ways to reach for the best.

To improve student achievement in language and math, we have implemented cutting edge small, leveled group reading and math programs.

b. How do we know the school design has improved educational outcomes for the student population?

We know the school design has improved educational outcomes for the student population based on improvements in student achievement and assessment results.

c. Provide evidence of a fully developed curriculum for all content areas. Attached.

d. Describe any modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term. N/A

Is the School an Academic Success?/Data Gathering System That is utilized to Improve Instruction and Student Learning
4. Describe the plan for evaluating student academic achievement at the public charter school and the procedures for remedial action that will be used by the school when the academic achievement of a student falls below acceptable levels.

a. Provide a detailed framework of the school's assessment system, including those that are aligned to the school's curriculum framework and state performance standards.

ISTEP, NWEA, and teacher-administered assessments based on State standards.

b. Explain the process for systematically collecting and analyzing diagnostic, formative and summative assessments. How is the information shared with the school staff and community of parents?

We test according to State standards. The administration and faculty review the results and discuss ways to improve overall achievement. The results, as well as plans to improve achievement, are shared and discussed with parents.

c. Outline details of your plan for intervention and remediation when students fail to demonstrate proficiency on norm-referenced and criterion-referenced assessment.

Students in need of intervention receive intensive small group and individualized instruction.

Is the School an Academic Success?/Supports Special Populations to Overcome Obstacles and Barriers to High Achievement
5. How is your school effective in providing educational services and outcomes for Special Populations?

a. Describe the strategies and processes in place to ensure that your school enrolls a diverse student population? What steps do you take to retain these populations?

We have open enrollment advertised liberally in the local papers and use an objective lottery to fill open spaces. The Montessori educational philosophy supports learners of all styles and our mission is to ensure every student reaches his/her highest potential with confidence and joy in a school environment that is safe, warm and respectful.

b. Describe the services homeless children receive in compliance with the McKinney-Vento Act. N/A

c. Describe how your school identifies students with disabilities?

Teacher, parent and previous school assessments are used to identify students with disabilities.

d. Summarize how your education program guarantees that students with disabilities are provided a free appropriate public education in the least restrictive environment. Include the following:
   - Have access to the general education curriculum
   - Integrate with their non-disabled peers
   - Receive related services in settings that include non0disabled peers to the maximum extent appropriate
   - Participate in standardized testing with accommodations and modifications, as required by their IEP
   - Are included in educational and/or culture-building activities.

Our classrooms are inclusive and students with disabilities are given assistance as needed.

e. Describe how the school identifies students from non-English speaking backgrounds: (2) assesses English language proficiency of all students identified as coming from a non-English speaking background; (3) instructs students identified as English Language Learners (ELL); (4) annually assesses the English language proficiency of all identified ELLs.

Students from non-English speaking backgrounds are identified by an extensive parent questionnaire asking for home environment information, teacher and previous school assessments. All our bilingual families have asked for their children to be fully integrated into our regular student programs.

Is the School an Academic Success?/Promotes a Culture of Learning and Scholarship
6. Explain the code of behavior and discipline of the school.

a. Describe the school's policies regarding student behavior and discipline; include the standards of behavior and the school's approach to encouraging positive behavior.

b. Detail how these policies will create an environment for learning?

At Renaissance Academy we see discipline as a learning opportunity, a process, *and* a tool that each student can learn to use independently. We hold all students and staff to the highest standards of conduct. Our goals in school discipline are the following:

1. To insure a positive learning environment of emotional security and physical safety.
2. To help each child attain the independence and confidence needed to become self-disciplined.
3. To foster the internal controls that are essential to achieving success in all aspects of life

All disciplinary measures will reflect the philosophy and principles of Renaissance Academy Charter School:

- Discipline will preserve the dignity of each individual.
- Appropriate behavior will be modeled by all staff
- Each Individual will take responsibility for his or her actions
- No form of physical punishment will ever be used.
- Discipline will encourage and foster internal controls and student responsibility

- Parents play a primary role in making the system work
- Rules will be clearly stated and consequences applied fairly and consistently
- Staff will employ consistent and appropriate methods of classroom management
- Establishing, maintaining, and restoring relationships is an essential part of the discipline process

At Renaissance we have one primary rule, **Respect**; respect for self, respect for others, respect for the environment/community/world. We expect all students to demonstrate respect. Our mission in this regard is to assist students in achieving the solutions and developing the coping skills that will enable them to manage their own behavior through positive intrinsic motivation.

At Renaissance Academy, teachers interact with children in a clear, positive manner. Teachers and students work together to establish unambiguous rules and guidelines for behavior in each of our classrooms. Few problems occur that cannot be handled through class meetings or with minor disciplinary action by the teacher.

If a behavior problem does arise, the situation is first discussed with the child to ensure clear understanding. Children with special needs are held to the same high standards of behavior as other students, with consequences appropriate to their individual development. We believe that redirecting the child's activities toward more positive behavior and helping him understand and experience the consequences of the behavior are the most effective methods of discipline.

A child who repeatedly interferes with the work of others or does not follow his/her "classroom commitments" may be subject to minor disciplinary action. Minor disciplinary action may include: redirection, private conversations, removal from a particular activity, remaining with a teacher, or visiting another classroom. For significant or repeated problems, students may also be kept in from recess, asked to write a note, assigned extra work or helping jobs, or other such consequences. In extreme situations, a child may be removed to the office until they are ready to rejoin their group or until the adult feels it is safe for them to return. Parents receive written notes or, when necessary, are contacted directly.

The success of children is best ensured by parents and school working together. We will communicate and work with parents in the best interest of their children at all times. In turn, we expect parents to support the school in its policies and procedures including homework, dress, and student behavior. We do not use parents or family as a threat, but rather as an invaluable partner in the growth process of our students. We strongly encourage families to support our philosophy and support their child in his/her total growth. (Reference Commitment Forms and Homework Policy)

For extreme misbehavior including any behavior resulting in physical injury to others, parents will be called and immediate suspension may occur. Indiana State Law (IC 20-8.1-5.1) in regards to expulsion, suspension, and due process will be followed.

Is the School an Academic Success?/Professional Development Supports Teachers in Continuous Educational Learning
7. How is your school providing the on-going professional learning opportunities for their staff?

a. Provide evidence of an aligned professional development plan which provides detail of how the plan has been implemented. Speak specifically to the fidelity of the implementation and supports for the plan.

All our teachers are required to obtain Mont Certification and State Certification and attend annual conferences and workshops to continue to develop professionally and improve over all student achievement. In school staff meetings are utilized for peer assessment and review.

b. Provide supporting documentation of how the professional development has impacted student achievement.

Ongoing professional development has helped maintained student achievement in spite of a yearly influx of new struggling students.

c. How are you evaluating the effectiveness of the PD and transferring its content to classroom practice?

The effectiveness of Professional development is evaluated by looking at student success, teacher feedback, and family satisfaction data. Teachers are expected to implement any new innovative and effective teaching methods they have learned as a result of professional development.

Is the school an Effective Viable Organization?/School has Strong Instructional Leadership
8. What is the plan for the Instructional Leadership and Administration of the school?

c. Clearly describe and delineate the roles and responsibilities of the school leader(s).

d. List all leadership positions (teacher and administrative) and provide related job descriptions.

Head of School

Reports to: Board of Directors

The Renaissance Charter School Head of School is responsible for providing the on-site educational, organizational, operational, and managerial leadership necessary to accomplish the specified educational goals and to assure the overall success of the Renaissance Charter School program. S/He serves as the school fiscal agent, accountable for all financial planning, accounting, and bookkeeping. The Head of School oversees the Assistant Director and Administrator in their responsibilities. The Head of School plays a hands-on role in the educational program success of the school, working directly in the classrooms and with classroom teachers and other staff to make sure the educational philosophy is carried out consistently throughout the school, the school curriculum is being followed, and the students are all progressing academically. The Head of School reports regularly to the Board of Directors providing written documentation of the success of the school and action plans for adjustments/change when or if needed.

Assistant Director

Reports to: Head of School

The Assistant Director is responsible for fostering an atmosphere of open communication between families, students, teachers, support services, and other staff. The Assistant Director acts as family liaison fielding questions, concerns and issues related to parents and students. S/He is also responsible for researching, planning, implementing and evaluating all enrichment activities and programming for the school.

Administrator

Reports to: Head of School

The Administrator is responsible for managing the day-to-day operational tasks and administrative functions, processes, equipment, and employees necessary to support the Head of School in accomplishing the specified educational goals and to assure the overall success of the school. This includes overseeing documentation and reporting, financial systems, government and OCS paper work, and the administration of grants. The Administrator maintains clear and accurate financial records and student data at all times. S/He works with the Head of School on budgets, planning, and financial decision making, and works with outside accounting services for yearly audits.

Mentor Teacher

Reports to: Head of School

Mentor Teachers are responsible for assisting new teachers in creating the most productive and positive learning atmosphere, providing regular oversight in the classroom, answering questions, and helping ensure the school's overall educational philosophy and methods are being carried out to optimize student performance.

a. If there have been any additional roles or consolidations of roles since the original charter, please include and justify. N/A

b. Describe the teacher evaluation system in place. (*Include a copy in the Appendix*)

Teachers are observed by Mentor Teachers as well as the Head of School and are also asked to evaluate their own performance. Mentor Teachers work with new teachers each week throughout the school year. All teachers, Mentor and new, are observed and evaluated in the late fall and spring of each year by the Head of School. Subsequently, the Head of School meets with each teacher and together they plan for the best strategies for improvement in effective teaching and positive classroom climate. In addition, ongoing, regular time is given for peer consultation and review. Attached.

The Head of School provides the instructional, organizational, and operational leadership of the school. The Assistant Director assists with on-site managerial and operational leadership necessary to accomplish the specified educational goals and to assure the overall success of the school, serving as well as family liaison and community coordinator. The Administrator oversees school administrative functions, processes, equipment, and employees, handling documentation and reporting, government and OCS paper work, and the administration of grants.

Is the school an Effective Viable Organization?/The School has Established a Well-Functioning Organizational structure with Staff, Systems and Procedures that Allow School to Carry Out Its Academic Program
9. Is the school's governance and administration stable and effective?

a. Provide the evidence that school-wide accountability measures are taking place; including board oversight, administration and staff roles.

The school utilizes the yearly Ball State Charter Evaluation surveys to identify any weaknesses in regard to Board, administration and staff.

b. Provide an assessment of board strengths and weaknesses and leadership challenges. How do you propose to overcome them?

The School Board's greatest strength is, the members serving are completely committed to the mission of the school. Drawing a diverse pool of interested, qualified candidates willing to serve has been the Boards greatest challenge.

c. Describe how the board and administration have completely addressed organization challenges and have responded effectively to all stakeholders' complaints. (*As evidence include any survey results, board minutes documenting the complaint and the Board's actions*)

No grievances have been brought before the board. The Board has functioned positively in effectively promoting the mission of the school.

Is the school an Effective Viable Organization? /The Board has Worked Effectively to provide Oversight for the Total Educational Program to Achieve the School's Mission.
10. How has the Board provided fidelity and oversight for the Mission and future of the school?

a. Describe how the school leader keeps the Board apprised of the academic performance and progress, financial stability and organizational structure of the school?

The Head of School gives a monthly report to the Board in which she includes a statement of the school's academic standing, financial stability, and any changes in organizational structure.

b. Describe the administrative evaluation in place. (*Include a copy in the Appendix*) Attached.

c. How does the Board conduct on-going assessment and evaluation of its own effectiveness?

The Board evaluates its effectiveness by the performance of the school leadership and the school's fiscal and academic standing.

d. How does the Board pursue further governance training and development; (2) how does the Board train new members?

The Board Development Committee has a process in place in which new members meet with current members to receive information and training in order to facilitate a smooth and seamless transition into becoming an effective board member for Renaissance Academy. Several board members have attended board development and community leadership workshops and have returned to share the information with the rest of the board.

Is the school an Effective Viable Organization? /The Board has Implemented, Maintained and Abided by Appropriate Laws, Policies, Systems and Processes.
11. Provide the rules and policies for governance and operation of the school.

a. Explain the key rules and reference the policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, the officers and committees.

Whenever faced with a decision regarding the direction of the school, the board always goes back to the school's mission in order to ensure any actions taken are in alignment and fidelity with that mission.

b. Provide a copy of the conflict of interest policy. (*Include a copy in the Appendix*)

c. Describe the decision-making process of how the Board reviews and updates the school's policies.

d. Describe how the Board and the school have provided

By-laws & Policies are attached.

Is the school an Effective Viable Organization? /Parents, Guardians and Students are Pleased with the School
12. How have the plans for parental and community involvement been realized?

a. How have the plans for parental and community involvement stated in the original charter application been fulfilled?

We are proud to report that we have maintained our original plans for parental and community involvement and we implement most if not all of these activities and opportunities for building partnerships and a family atmosphere on a yearly or bi-yearly basis.

b. Describe how family and community involvement in the school's operation relates to the fulfillment of the school's mission and overall program.

The school recognizes that parents are the child's first teacher, guiding, supporting, and celebrating them at every stage. They know that while many people let the education of their children be determined by convenience and conformity, those who choose a charter school have made the effort to look beyond expediency and find the best option. The school honors their commitment to providing their children with only the very best in education, and will work with parents to ensure that their children do get the best. The school understands that parents are crucial to its success, and its educational philosophy strongly encourages and supports parental involvement. Just as children need and deserve to feel valued and cherished, parents and families have the same requirements.

Through surveys, suggestion boxes, group and individual family meetings and family satisfaction and retention, Renaissance Staff have discovered and established many policies, events, and traditions that have proven to work. Renaissance Charter School will utilize and build upon the best of these methods while continuing to explore and discover new ways to create the best environment possible for all of the Renaissance Charter Families.

c. Provide evidence that partnerships with educational institutions or community organizations have supported the school's mission and program.

Our mission of providing our students with a wide variety of educational experiences and enriching activities has been supported by partnering with other educational institutions and community organizations. We have partnered with other schools in our area to bring renowned educational speakers such as brain researcher Joann Deak to benefit our students, staff, parents and entire community. We hold several area events such as a Regional Chess Tournament, a Renaissance Faire, Renaissance Run, Science Fairs, Poetry Readings, and Parent Education Talks in partnership with area schools, businesses and community centers in order to fulfill our school's mission and program.

Is the School Fiscally Sound? /School has Operated Effectively Utilizing a Long-Range Plan
13. Operating budget, past, present and future?

Yes. Renaissance Academy Charter School is fiscally sound.

a. Explain any significant variances between your actual financial performance and your budgeted financial performance over the last five (5) years.

In each year since the charter school began, the school has outperformed its financial projections. Frugal and fiscally responsible leadership has enabled expenses to come in well under budget, while conservative income projections contributed to the school's healthy financial standing. This strong financial picture allowed the school to slow its growth pattern this year in order to better position itself for success over the next five years and beyond.

b. Provide enrollment projections for the next five (5) years, including the minimum and maximum enrollment projections for each year that demonstrate financial feasibility. Attached.

c. Describe any significant changes in revenue sources and /or in expenditure items over the next five (5) years.

Is the School Fiscally Sound? /The School has maintained Appropriate Internal Controls and Procedures
14. Describe the method for conducting annual audits of the financial, administrative and program operations of the school.

a. Describe your school's purchasing and payroll procedures and identify who will have purchasing authority.

All purchases are pre-approved by the Head of School and/or Assistant Director and the Board. Receipts/Invoices for purchases are submitted to the on-staff accountant for payment. Checks are signed by either the Head of School or Administrator.

b. Provide regulations/guidelines on travel, professional development activities, student field trips and reimbursement of travel expenses.

Under our school regulations, no reimbursement is allowed without prior approval of the expenditure and the provision of a receipt for the expenditure. Approval is based on dollars available for training, travel and field trips according to yearly budgets, the quality of the program and its relation to the achievement of our school's mission.

c. Describe how the Board and Administration have developed and implemented an effective system to ensure responsible fiscal oversight.

The Renaissance Charter School Board provides direct oversight and is responsible for the financial management of the school. The Head of School serves as the school fiscal agent, accountable for all financial planning, approving expenditures and accounting. The Administrator is accountable for all bookkeeping, including financial reporting systems, producing monthly financial reports, accounts receivable and the payment of all invoices and payroll. The Accountant is responsible for day-to-day financial matters such as working with vendors, reconciling invoices, recording transactions, debit and credit entries, reconciling bank statements, preparing payments,

and for maintaining clear and accurate financial records at all times. The school budget is created annually by the Head of School, with assistance from the Administrator and the Board. The Renaissance Charter School Board retains final authority and approves the budget.

The school ensures that its financial management team is competent by maintaining regular oversight and completion of the daily accounting activities through employing a certified accountant. The Head of School and Administrator are well versed in the financial processes, policies, and systems of the school.

The Administrator and Accountant work with a professional accounting firm on a regular basis to ensure that all financial and recording practices are of the highest standards. Accounting services are also contracted for payroll tax preparation and tax return preparation. Traditional financial statements such as a Balance Sheet, Profit and Loss, Voucher Detail and a budget-to-actuals report are produced on a monthly basis for Board review and approval. These reports are used by the Head of School and the Renaissance Charter School Board to make operational and programmatic decisions regarding the school. In addition, the Board uses the financial statements to confirm existing policies or to create new policies, depending on the data.

d. Have there been any negative audit findings and how did the Board and school develop and implement a corrective action plan?

Renaissance was audited for the period of July 2007 – June 2009 by the Indiana State Board of Accounts. The results and comments were addressed as follows:

1. The Annual Reports (Form 9) which were presented for examination did not agree to the School Corporation's Financial Record. This was due to bank reconciliations and ledger adjustments being performed retroactively. Subsequently, a certified accountant has been employed on a part-time basis to make sure the ledger is reconciled correctly and in a timely manner.
2. Prescribed or approved forms were not always in use by the school corporation. Renaissance adopted the use of the forms required by the SBOA.
3. Prescribed forms were not in use for the Extracurricular Activities Fund. The SBOA agent recommended that Renaissance set up a separate account for extracurricular funds, which we did.
4. Receipts were not issued for all collections, collections were deposited only once or twice a month and duplicate deposit slips were not retained. Receipts are now issued for all collections, deposits are made weekly and duplicate deposit slips are retained.
5. ADM records were not retained for examination. While records were available within our computer system, paper copies were required for examination. Renaissance now retains a paper copy of class rosters for examination.
6. Invoices were not approved by the Board of Directors and invoices did not include evidence to support receipt of goods or services. An Accounts Payable Voucher Register is prepared for every board meeting and no vouchers are issued without an invoice.

Is the School Fiscally Sound? /The School has Complied with Financial Reporting Requirements
15. How has the school has demonstrated sound and viable responsibility?

Yes. Renaissance Academy Charter School is fiscally sound.

a. Discuss how the school provides timely and accurate management financial reports.

Accounts are reconciled through the end of the previous month and financial reports are provided at every board meeting, which takes place on the third Thursday of every month.

b. Describe and provide evidence of how school leadership and the Board are involved in financial decision making.

An Accounts Payable Voucher Register is presented for board approval at every meeting. The budget, which is prepared by the Head of School with assistance from the Administrator, is reviewed and approved by the board. All major, unexpected expenditures are discussed in detail with the board.

Is the School Fiscally Sound? /The School has Maintained Adequate Financial Resources to Ensure Stable Operations
16. Demonstrate how the school is sufficiently able to operate and manage cash flow on a daily basis.

a. Provide evidence that the school is fiscally solvent and that all debts are current.

Profit and Loss statements and Balance Sheets attached.

b. Do you have any debts and if so what are the repayment plans and schedule?

The school currently carries four loans through the Common School Loan Fund and one through the QSCB. Debt repayment schedules are attached.

c. How do you manage your cash flow?

The school's financial standing is reviewed on a regular basis by the staff accountant, Administrator, Head of School and Board of Directors. The school has maintained a healthy position financially since its inception as a charter school.

Is the School an Academic Success? /Reviewing the Academic Performance of Schools Supported by the EMO
17. For schools that have an affiliation with an EMO, the following questions apply.

a. Provide a description of summary report(s) of the academic performance in English language arts and mathematics over the last three (3) years (both aggregated and disaggregated by grade) on state assessments and including the percent of students in each school who are eligible to receive free-lunch (excluding reduced-price lunch). If three years of state data are not available for a school, please also include standardized norm-referenced test results.

b. Provide state assessment results doe the district in which the school is located.

c. Please provide answers to the following questions:

   i. Does the EMO have performance goals for schools it supports? If so what are they?

   ii. What is the role of the EMO in cases where a school does not meet the academic performance goals?

   iii. Have any schools under the EMO's management been closed or not renewed? If yes, please explain. What states were they in and what year did it occur?

   iv. Has the EMO ever been terminated by a school? If yes, please provide details.

   v. Has the EMO ever been sued by one of its schools? If yes, please provide details.

NA – No EMO

18. Statement of Reflection

1. Explain the need for this particular school in the community it serves and the target student population.

The need for high quality, college preparatory public schools in Michigan City, Indiana, is undeniable. The Michigan City Area Schools Corporation is not meeting state averages in any area. Only 46 percent of Michigan City School students passed both the reading and math ISTEP test. The Michigan City Area Schools Corporation is among the lowest ten school corporations in the state with regard to ISTEP scores, SAT scores, and college attendance rates.

No public grade schools within a 30-minute radius of Renaissance is specifically designed to cater to the individual needs of students, yet all children benefit from a curriculum designed to encourage their personal best. The curriculum is designed from the ground up to be learner directed, with instruction tailored to each individual student's personal ability and learning style.

Large traditional schools are less able to effectively address behavior issues. A large proportion of the inquiries about Renaissance from parents with students in upper elementary grades are prompted by public school safety concerns. Renaissance has earned a reputation as a safe place. Students are held to a high standard of personal responsibility. Because of the small multi-age classes, segregated social groups are not tolerated and so do not form. The school fosters a family-like atmosphere where every member of the community is included and appreciated as the important individual they are.

Students at Renaissance are part of defining and governing the social rules and boundaries that their society will follow. Anti-social, clique-ish, or destructive behavior is rare, and is quickly addressed and resolved. Parents have commended the school's policy of gently and immediately attending to hurt feelings. The school takes creating a culture of inclusiveness very seriously, because at Renaissance it is recognized that children cannot learn, feel joy, or achieve their potential in an environment where they feel threatened physically or mentally.

Related to this, Michigan City and LaPorte Middle Schools both have had to deal with violence and drug issues. Many calls have come in from parents who were told that their child’s safety could not be guaranteed. The extensive amount of one-on-one attention students receive at Renaissance, and the “family" atmosphere of the school, has allowed it to avoid these issues.

Renaissance fulfills a need in the surrounding community by providing a public option which has personalized lesson plans designed for each child’s individual needs, high teacher to student interaction, classrooms that are learner directed, and an environment where personal responsibility and safety is not a goal but a reality.

Renaissance's target population, children in the Michigan City Area Schools district and the surrounding area, is better served because the economic barrier to excellence is lifted. Private and parochial schools in the area offer educational excellence in a safe atmosphere, but more families are unable financially to make it work than those that can.

By making this high quality program with its positive culture of academic excellence and focus on student success available without cost, Renaissance Charter School demonstrates what is possible with hard work, dedication, and high expectations for students.

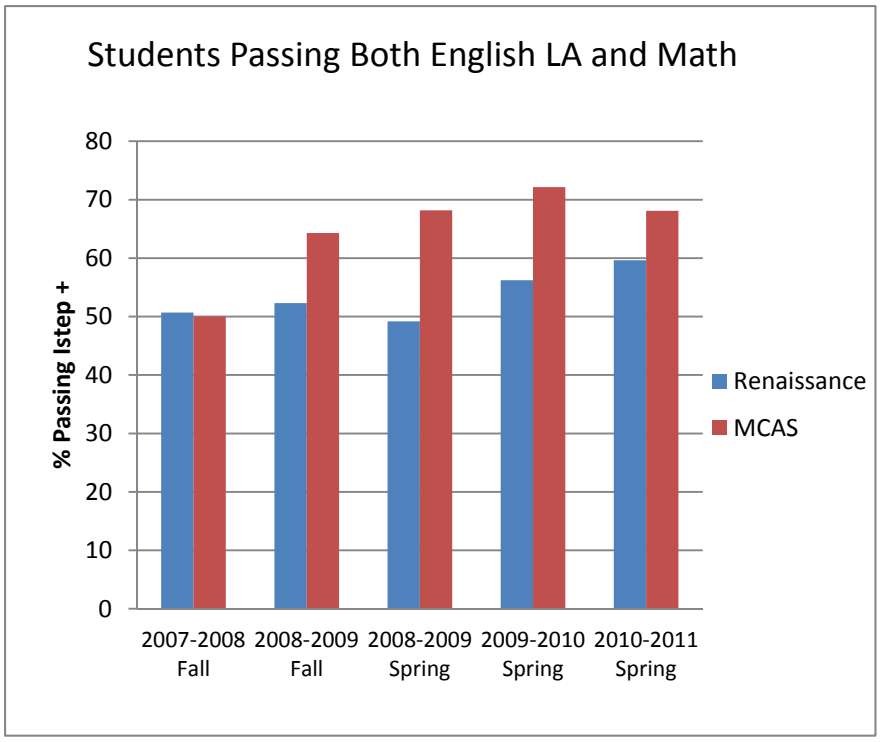
2. What are the strengths of this charter school?
3. Discuss the organizational challenges you have overcome during this charter period.
4. What changes have been or will be made as a result of your data analysis of the charter school's academic, financial and administrative performance?
5. Name the areas in which the charter school needs to improve, and briefly address how the changes proposed in the application address those areas.
6. What barriers to success exist and how do you anticipate overcoming them?

Renaissance Academy Charter School is a resounding success. Students are achieving academically while growing socially and emotionally and their overall happiness is clear to any visitor. Test scores are clearly ahead of the local district even though most students are coming in from those schools well below grade level. Teachers and staff report joy and satisfaction in working at the school with more than 90% wishing to return despite lower pay and higher expectations than other area schools. Families are actively engaged in their children's education, pleased with their growth, and welcomed in the school community. The Renaissance administration continuously monitors progress, responds quickly and effectively to any potential problems, and takes action to insure optimal student success with alignment to the philosophy and mission of the school. The school is fiscally sound and has stayed within its budgets and expectations every year. Meeting all state standards, Renaissance Academy has made AYP in every area every year.

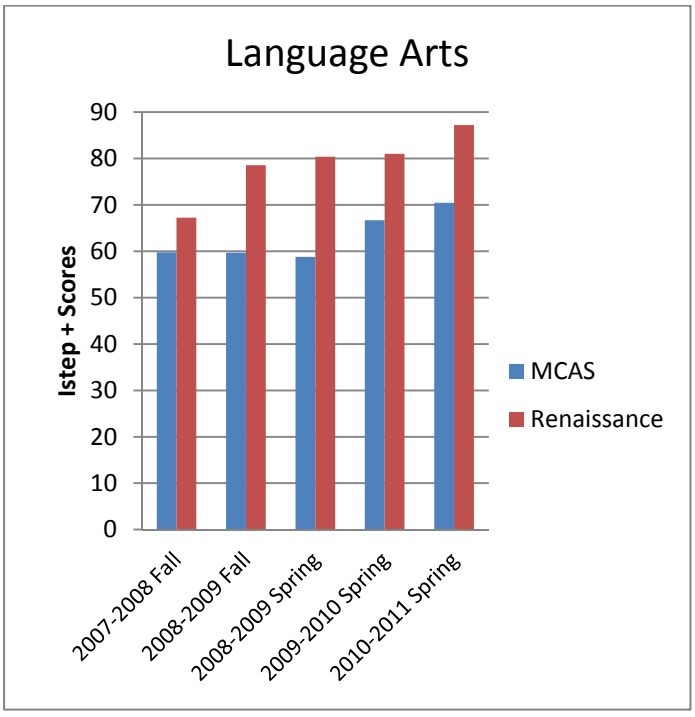
One of the greatest challenges Renaissance Academy has faced has been receiving a majority of students who are working below grade level and bring them up to their greatest ability while still maintaining high scores on achievement tests. As a charter school we are at a disadvantage in having to accept all students by lottery with no admission qualifications, while public schools can have gifted magnet programs targeting high level students and private schools can accept voucher students after they qualify by testing into their school. At Renaissance, we have overcome this handicap by slowing our growth slightly and increasing staff to provide more small group instruction. The increased expense has been another challenge which could be offset if, like public schools, charter schools were allowed to accept out of state students for tuition. Another challenge has been finding qualified board members from only our state when our school is in a tri-state area. Allowing board members from another state would widen the pool of potential board members and raise the quality of candidates. Obviously these challenges have not gravely interfered with the success of Renaissance Academy Charter School.

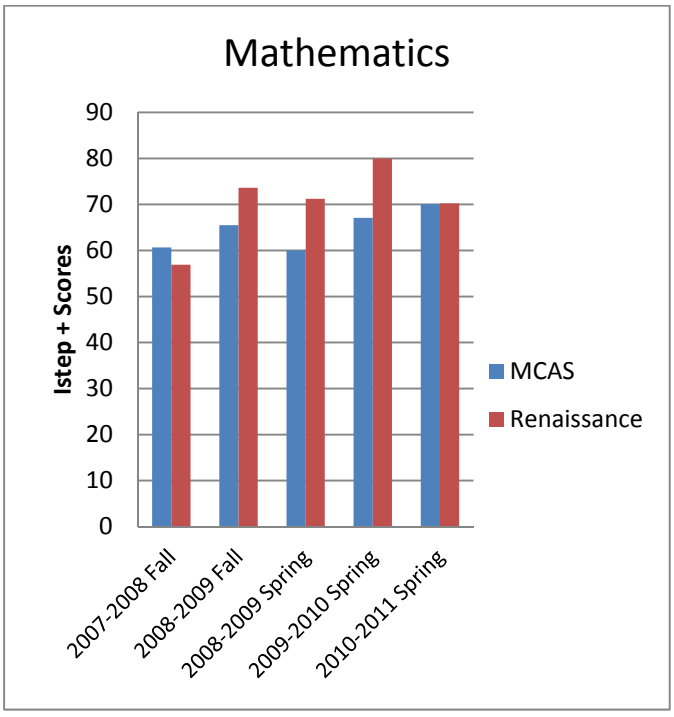
Renaissance Academy Charter School has met all challenges and made improvements to overcome weaknesses as they occur. At this time improvement is not what is called for, instead the goal is to maintain the current standards and progress while continuing to grow. The greatest potential barrier in the future is meeting continued inflation of expenses while state funding decreases. Hopefully, the state will step up to provide adequate funding for education by increasing students support at least to meet inflation. Otherwise, Renaissance Academy Charter School plans to meet this challenge though increased grant support and fundraising.

Renaissance Academy is a model charter school setting a standard of excellence in education. The charter should clearly be renewed so that Renaissance Academy Charter School can continue for the next five years and far into the future.



Renaissance Academy Charter School has showed remarkably strong student achievement in comparison with our local public schools. In this charter school's first year ISTEP tests were given in September, just three weeks after the school opened. This provided a useful baseline for data comparisons, clearly showing the low achievement level of the students entering. Given this poor starting point of incoming students, the fact that Renaissance student scores rose fourteen points in the first year is especially commendable. Renaissance Academy Charter School students have continued to significantly outperform the public school students every year.





In English Language Arts ISTEP Tests Renaissance Academy Charter School students have consistently outperformed the public school students by double digit percentages each year. We believe this is a direct result of our language rich educational environment and strong core reading and language program. Providing for individualized education through leveled small group instruction, intensive amounts of high quality relevant reading, and high expectations work together to help each child reach his or her highest potential.

One of the issues that charter schools face is the tendency to attract struggling students who are not having success in their local school. This has been true for Renaissance Academy Charter School as well, and it is particularly evident in years with major growth. In 2010, Renaissance added an upper elementary class and accepted nearly fifty new students, most of whom were third to eighth grade ISTEP test takers. This influx shows in our 2010 math scores which we find unsatisfactory. We fully expect these scores to rise back to our usual high levels this year.

NWEA Growth Report

As you can see Renaissance Academy Charter School growth is remarkably strong.

In seasons: Spring 10 - Spring 11:

62.7% of students were scored Above Growth and Above Proficiency in Reading while less that 4 % were below in both areas.

In **Language Usage - 58.8% of students scored Above Growth and Above Proficiency** while less only 13.7 % scored below in both areas.

In **Math - 51% of students were scored Above Growth and Above Proficiency** while less only 8.2 % scored below in both areas.

School Overview

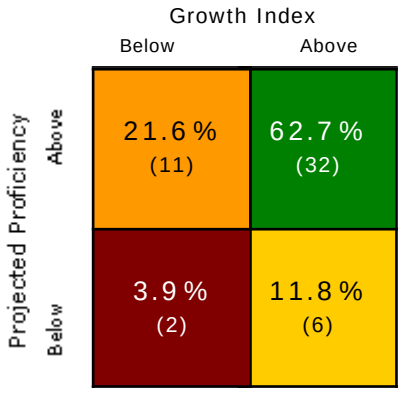
Run this report for a different term

School: Renaissance Academy Charter School

Roster: Fall 2011

Growth Seasons: Spring 10 - Spring 11

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

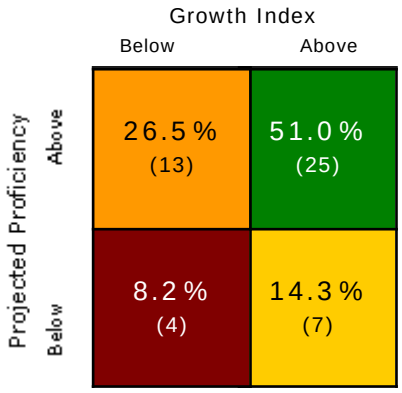
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
2	-	-	20	65.0%	50.0%
3	7	71.4%	13	76.9%	69.2%
4	15	73.3%	22	86.4%	72.7%
5	12	91.7%	15	86.7%	66.7%
6	11	72.7%	14	85.7%	64.3%
7	6	50.0%	8	75.0%	50.0%

School: Renaissance Academy Charter School

Roster: Fall 2011

Growth Seasons: Spring 10 - Spring 11

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

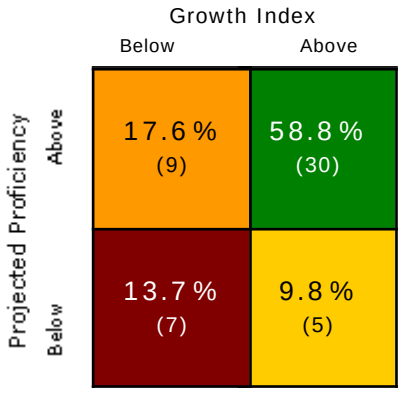
Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
2	-	-	20	80.0%	70.0%
3	7	42.9%	13	61.5%	53.8%
4	15	80.0%	22	72.7%	59.1%
5	11	54.5%	15	73.3%	40.0%
6	10	70.0%	14	85.7%	57.1%
7	6	66.7%	8	75.0%	62.5%

School: Renaissance Academy Charter School

Roster: Fall 2011

Growth Seasons: Spring 10 - Spring 11

Language Usage Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero
Above Growth: Student's growth index is greater than or equal to zero
Above Proficiency: Student's performance is projected to be above the state standard
Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
2	-	-	20	75.0%	70.0%
3	7	85.7%	13	76.9%	69.2%
4	15	66.7%	22	81.8%	77.3%
5	12	50.0%	15	60.0%	60.0%
6	11	90.9%	14	78.6%	64.3%
7	6	50.0%	8	50.0%	50.0%

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2009

	Jun 30, 09
ASSETS	
Current Assets	
Checking/Savings	
1476431 · RCS Checking	
0100 General Fund	
010 · GENERAL FUND	119,574.16
0100 General Fund - Other	33,868.41
Total 0100 General Fund	153,442.57
0900 Textbook Rental Fund	
090 · Textbook Rental Fund	70.34
0900 Textbook Rental Fund - Other	1,238.95
Total 0900 Textbook Rental Fund	1,309.29
1750 Playground Fund	4,680.47
2900 Annual Fund Drive	
2007-2008	1,250.00
2008-2009	2,000.00
Total 2900 Annual Fund Drive	3,250.00
3300 ExC Accts	
3310 JrHi Field Trip Fund	1,043.87
Celebrations	-3,404.83
Chess	794.00
Music	
330 ExC Music	-10,168.73
Music - Other	14,504.55
Total Music	4,335.82
Sports	
Basketball	-2,474.87
Sports - Other	-177.00
Total Sports	-2,651.87
Yearbooks	-652.58
Total 3300 ExC Accts	-535.59
4100 Title I	0.00
6890 PCSP Fund	
689 · PCSP FUND	6,467.56
6890 PCSP Fund - Other	71,465.43
Total 6890 PCSP Fund	77,932.99
7950 Fiscal Stabilization	57,428.35
1476431 · RCS Checking - Other	-6,602.13
Total 1476431 · RCS Checking	290,905.95
Total Checking/Savings	290,905.95
Accounts Receivable	
RCS Accounts Receivable	
800 Due from RA	-165.00
RCS Accounts Receivable - Other	-293.80
Total RCS Accounts Receivable	-458.80
Total Accounts Receivable	-458.80
Other Current Assets	
900 RCS Liability Accounts	
920 Payroll Deductions	
926 PERF	0.00
927 Group Insurance	0.00
Total 920 Payroll Deductions	0.00
Total 900 RCS Liability Accounts	0.00
Undeposited Funds	16,925.20

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2009

	Jun 30, 09
Total Other Current Assets	16,925.20
Total Current Assets	307,372.35
Fixed Assets	
RCS Fixed Assets	
10000 Instruction	
11050 Kindergarten	
11050.660 Mont/Class Materials	26,271.36
Total 11050 Kindergarten	26,271.36
11100 Elementary	
11100.660 Mont/Class Materials	66,547.32
Total 11100 Elementary	66,547.32
11200 Jr High	
11200.660 Mont/Class Materials	70,085.47
11200.691 Computer Hardware	1,057.00
Total 11200 Jr High	71,142.47
Total 10000 Instruction	163,961.15
24100 Office of the Principal	
24100.691 Computer Hardware	4,328.00
24100.741 Computer Hardware	1,680.00
24100.747 Content	215.78
Total 24100 Office of the Principal	6,223.78
25300 Facilities Acq & Constr	
25370.540 Equipment	2,010.41
25370.696 Other Tech Hardware	129.04
Total 25300 Facilities Acq & Constr	2,139.45
25500 Textbook for Rent/Resale	
25520 Textbks/Wrkbks & Repairs	
25520.630 Textbooks	7,612.66
Total 25520 Textbks/Wrkbks & Repairs	7,612.66
Total 25500 Textbook for Rent/Resale	7,612.66
25860 Textbooks	
25860.420 Textbooks	1,687.20
25860.630 textbooks	1,015.67
Total 25860 Textbooks	2,702.87
40000 Facility Acq & Constr	
43000 Professional Services	
43000.715 Improvt not Bldg	17,375.00
Total 43000 Professional Services	17,375.00
45000 Bldg Acq, Constr & Imprvt	
45100 Bldg Acquis/Constr/Imprvt	
45100.450 Construction Services	25,070.00
45100.715 Imprvt not Buildings	11,477.93
45100.720 Buildings	21,912.61
Total 45100 Bldg Acquis/Constr/Imprvt	58,460.54
Total 45000 Bldg Acq, Constr & Imprvt	58,460.54
46000 Purchase of Movable Equip	
46000.730 Equipment	406.39
Total 46000 Purchase of Movable Equip	406.39
Total 40000 Facility Acq & Constr	76,241.93
Total RCS Fixed Assets	258,881.84

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2009

	Jun 30, 09	
Total Fixed Assets		258,881.84
TOTAL ASSETS		**566,254.19**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Other Current Liabilities		
900 Payroll Liabilities		
Salary payable to employee	5,025.40	
Total 900 Payroll Liabilities		5,025.40
Total Other Current Liabilities		5,025.40
Total Current Liabilities		5,025.40
Long Term Liabilities		
5420 · COMMON SCHOOL FUND LOAN		
5420.904 CSL Principal Paid	-6,653.35	
5420 · COMMON SCHOOL FUND LOAN - Other	382,538.00	
Total 5420 · COMMON SCHOOL FUND LOAN		375,884.65
Total Long Term Liabilities		375,884.65
Total Liabilities		380,910.05
Equity		
32000 · Unrestricted Net Assets		-21,666.41
Net Income		207,010.55
Total Equity		185,344.14
TOTAL LIABILITIES & EQUITY		**566,254.19**

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2009

	Jun 30, 08	
ASSETS		
Current Assets		
Checking/Savings		
1476431 · RCS Checking		
0100 General Fund		
010 · GENERAL FUND	119,574.16	
0100 General Fund - Other	6,606.21	
Total 0100 General Fund		126,180.37
0900 Textbook Rental Fund		
090 · Textbook Rental Fund	70.34	
0900 Textbook Rental Fund - Other	0.00	
Total 0900 Textbook Rental Fund		70.34
1750 Playground Fund		2,382.08
2900 Annual Fund Drive		
2007-2008	1,250.00	
2008-2009	0.00	
Total 2900 Annual Fund Drive		1,250.00
3300 ExC Accts		
3310 JrHi Field Trip Fund	407.10	
Celebrations	-981.00	
Chess	-126.00	
Music		
330 ExC Music	-10,168.73	
Music - Other	12,896.94	
Total Music	2,728.21	
Sports		
Basketball	0.00	
Sports - Other	0.00	
Total Sports	0.00	
Yearbooks	-716.58	
Total 3300 ExC Accts		1,311.73
4100 Title I		1,986.93
6890 PCSP Fund		
689 · PCSP FUND	7,833.53	
6890 PCSP Fund - Other	-1,118.57	
Total 6890 PCSP Fund		6,714.96
7950 Fiscal Stabilization		0.00
1476431 · RCS Checking - Other		-6,810.29
Total 1476431 · RCS Checking		133,086.12
Total Checking/Savings		133,086.12
Accounts Receivable		
RCS Accounts Receivable		
800 Due from RA		-165.00
RCS Accounts Receivable - Other		-1,807.35
Total RCS Accounts Receivable		-1,972.35
Total Accounts Receivable		-1,972.35
Other Current Assets		
900 RCS Liability Accounts		
920 Payroll Deductions		
926 PERF	352.43	
927 Group Insurance	1,607.75	
Total 920 Payroll Deductions	1,960.18	
Total 900 RCS Liability Accounts		1,960.18
Undeposited Funds		-15,375.05

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2009

	Jun 30, 08
Total Other Current Assets	-13,414.87
Total Current Assets	117,698.90
Fixed Assets	
RCS Fixed Assets	
10000 Instruction	
11050 Kindergarten	
11050.660 Mont/Class Materials	24,073.00
Total 11050 Kindergarten	24,073.00
11100 Elementary	
11100.660 Mont/Class Materials	62,862.47
Total 11100 Elementary	62,862.47
11200 Jr High	
11200.660 Mont/Class Materials	58,636.99
11200.691 Computer Hardware	0.00
Total 11200 Jr High	58,636.99
Total 10000 Instruction	145,572.46
24100 Office of the Principal	
24100.691 Computer Hardware	4,328.00
24100.741 Computer Hardware	1,680.00
24100.747 Content	215.78
Total 24100 Office of the Principal	6,223.78
25300 Facilities Acq & Constr	
25370.540 Equipment	2,010.41
25370.696 Other Tech Hardware	129.04
Total 25300 Facilities Acq & Constr	2,139.45
25500 Textbook for Rent/Resale	
25520 Textbks/Wrkbks & Repairs	
25520.630 Textbooks	774.35
Total 25520 Textbks/Wrkbks & Repairs	774.35
Total 25500 Textbook for Rent/Resale	774.35
25860 Textbooks	
25860.420 Textbooks	1,687.20
25860.630 textbooks	1,015.67
Total 25860 Textbooks	2,702.87
40000 Facility Acq & Constr	
43000 Professional Services	
43000.715 Improvt not Bldg	0.00
Total 43000 Professional Services	0.00
45000 Bldg Acq, Constr & Imprvt	
45100 Bldg Acquis/Constr/Imprvt	
45100.450 Construction Services	0.00
45100.715 Imprvt not Buildings	6,159.42
45100.720 Buildings	21,447.76
Total 45100 Bldg Acquis/Constr/Imprvt	27,607.18
Total 45000 Bldg Acq, Constr & Imprvt	27,607.18
46000 Purchase of Movable Equip	
46000.730 Equipment	0.00
Total 46000 Purchase of Movable Equip	0.00
Total 40000 Facility Acq & Constr	27,607.18
Total RCS Fixed Assets	185,020.09

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2009

	Jun 30, 08	
Total Fixed Assets		185,020.09
TOTAL ASSETS		**302,718.99**
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Other Current Liabilities		
900 Payroll Liabilities		
Salary payable to employee	5,025.40	
Total 900 Payroll Liabilities		5,025.40
Total Other Current Liabilities		5,025.40
Total Current Liabilities		5,025.40
Long Term Liabilities		
5420 · COMMON SCHOOL FUND LOAN		
5420.904 CSL Principal Paid	0.00	
5420 · COMMON SCHOOL FUND LOAN - Other	319,360.00	
Total 5420 · COMMON SCHOOL FUND LOAN		319,360.00
Total Long Term Liabilities		319,360.00
Total Liabilities		324,385.40
Equity		
32000 · Unrestricted Net Assets		-3,684.62
Net Income		-17,981.79
Total Equity		-21,666.41
TOTAL LIABILITIES & EQUITY		**302,718.99**

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09
Ordinary Income/Expense	
Income	
RCS INCOME	
1000 Revenue from Local Sources	
1300 TransferTuition&Other Payt	
1310 Tuition from individuals	16,592.80
1324 VSEC Joint Srvcs & Supply	7,267.47
Total 1300 TransferTuition&Other Payt	23,860.27
1300 Tuition	1,311.24
1740 Fees	
1741 Fees-Student & Adult	
Classroom Maintenance	9,222.32
Field Trip Fees	10,891.68
1741 Fees-Student & Adult - Other	-1,489.40
Total 1741 Fees-Student & Adult	18,624.60
1742 Other fees	
FDK Installment Fee	480.70
Late Payment	165.09
NSF	217.78
Total 1742 Other fees	863.57
Total 1740 Fees	19,488.17
1760 Receipts from ExC Accounts	
BoxTops	208.50
Chess	1,032.00
Events	
Grad/End of Year Party	620.00
Graduation/End of Year 07/08	35.80
RFaire	401.10
Total Events	1,056.90
French Toast	283.85
Good Search	0.00
Innisbrook	0.00
Music	2,247.00
Port-a-Pit	
Port-a-Pit	193.00
Port-a-Pit 5/2/08	175.00
Total Port-a-Pit	368.00
Scrip	25.00
Sports	
Basketball	265.00
Sports - Other	25.00
Total Sports	290.00
Yearbook	
07/08	69.00
Total Yearbook	69.00
1760 Receipts from ExC Accounts - Other	25.00
Total 1760 Receipts from ExC Accounts	5,605.25
1900 Other Revenue-Local Source	
1920 Gifts, Donations, Bequests	3,284.00
1940 Textbook Sales & Rentals	
1941 Textbook Sales	10,093.30
1942 Textbook Rentals	19,984.25
Total 1940 Textbook Sales & Rentals	30,077.55
1960 Fees- Students and Adults	1,223.10
1990 Miscellaneous	
1991 Refund of Insurance PremPd	0.00
1994 Oth Overpayts/Reimbursmts	98.85

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09
Total 1990 Miscellaneous	98.85
1994 Refunds	1,237.16
1999 Other Income	
BoxTops	132.90
Good Search	52.51
Innisbrook Fundraiser	4,446.25
Music	1,254.00
Port-a-Pit	4,630.35
Scrip	975.00
Total 1999 Other Income	11,491.01
Total 1900 Other Revenue-Local Source	47,411.67
4499 PCSP Pre-Operational Grant	0.00
Total 1000 Revenue from Local Sources	97,676.60
3000 Revenue From State Sources	
3111 Basic Grant	576,839.55
3199 Remediation/prevent prgram	1,290.00
3221 FullDay Kindergarten Grant	16,989.35
3280 Professional Devlopt Grant	3,792.71
3410 Textbook Reimbursement	0.00
3910 Textbook Reimbursements	1,238.95
Total 3000 Revenue From State Sources	600,150.56
4000 Revenue from Federal Sourc	
4514 Title I	0.00
4599 Implementation Grant	80,800.00
4599 PCSP Pre-Operational	2,700.00
Total 4000 Revenue from Federal Sourc	83,500.00
5000 Other Financing Sources	
5400 Loan Proceeds	
5420 Common School Fund Advance	0.00
Total 5400 Loan Proceeds	0.00
Total 5000 Other Financing Sources	0.00
6000 Other Items	
6600 Other Items	
Refunds	531.85
Total 6600 Other Items	531.85
Total 6000 Other Items	531.85
Nonrevenue Receipts	
5300 Common School Loan	0.00
Total Nonrevenue Receipts	0.00
Total RCS INCOME	781,859.01
Total Income	781,859.01
Expense	
RCS EXPENSES	
10000 INSTRUCTION	
11050 Full Day Kindergarten	
11050.110 Certified Salaries	24,117.04
11050.120 Non-Cert Salaries	12,134.75
11050.136 Nonlicensed Employees	125.00
11050.211 SS Non-cert	718.01
11050.212 SS Certified	1,893.42
11050.214 PERF	-93.26
11050.216 TRF	4,919.53
11050.220 Employee Insurance	7.39
11050.230 Unemployment Insur	0.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09	
11050.311 Instructional Srvcs	0.00	
11050.411.07 Operation Supplies	0.00	
11050.550 Printing & Binding	79.33	
11050.611 Operational Supplies	170.39	
11050.660 Mont/Class Materials	474.50	
11050 Full Day Kindergarten - Other	0.00	
Total 11050 Full Day Kindergarten		44,546.10
11100 Elementary		
11100.110 Certified Salaries	95,689.44	
11100.120 Non-Cert Salaries	32,748.92	
11100.136 Nonlicensed Employees	1,718.50	
11100.211 SS non-cert	261.88	
11100.212 SS Certified	7,182.67	
11100.214 PERF	1,057.54	
11100.216 TRF	6,643.36	
11100.220 Employee Ins	3,981.93	
11100.222 Group Health Insur	-1,336.13	
11100.230 Unemployment Insur	997.28	
11100.311 Instruction Srvcs	0.00	
11100.360.07 Printing & Binding	0.00	
11100.411.07 Operation Supplies	0.00	
11100.532 Postage	74.98	
11100.550 Printing & Binding	36.19	
11100.611 Operational Supplies	2,473.73	
11100.614 Food	152.18	
11100.630 Textbooks	5.59	
11100.660 Mont/ClassMaterials	1,093.54	
Total 11100 Elementary		152,781.60
11200 Middle/Junior High School		
11200.110 Certified Salaries	26,081.74	
11200.120 Non-Cert Salaries	2,345.00	
11200.136 Nonlicensed Employees	556.00	
11200.211 SS Non-cert	0.00	
11200.212 SS Certified	2,047.67	
11200.216 TRF	1,648.96	
11200.220 Employee Ins	1,897.85	
11200.230 Unemployment Insur	1,390.87	
11200.311 Instruction Srvcs	5,152.00	
11200.360.07 Printing & Binding	0.00	
11200.550 Printing & Binding	0.00	
11200.611 Operational Supplies	1,394.96	
11200.614 Food	181.29	
11200.630 Textbooks	235.59	
11200.640.07 Dues & Fees	0.00	
11200.660 Mont/Classrm Material	672.11	
11200.810 Dues & Fees	117.70	
Total 11200 Middle/Junior High School		43,721.74
12600 Learning Disability		
12610.110 Certified Salaries	14,860.40	
12610.212 SS Certified	37.86	
12610.216 TRF	235.07	
12610.220 Employee Ins	61.58	
12610.230 Unemployment Insur	0.00	
12610.319 Other Prof & Tech Srv	1,500.00	
12610.550 Printing & Binding	0.00	
Total 12600 Learning Disability		16,694.91
12620.07 Learning Disability		
12620.110 Certified Salaries	0.00	
Total 12620.07 Learning Disability		0.00
15000 Enrichment Programs		
15100 Art & Music		
15100.611 Supplies	2,121.82	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09
15100.614 Food	83.25
15100.810 Dues & Fees	404.00
Total 15100 Art & Music	2,609.07
15100 Chess	
15100.136 Nonlicensed Employees	50.00
15100.580 Travel	106.40
15100.611 Supplies	375.00
15100.810 Dues & Fees	129.00
Total 15100 Chess	660.40
15100 Educational Contests	
15100.810 Dues & Fees	99.00
15300.360.07 Printing & Binding	0.00
15300.640.07 Dues & Fees	0.00
Total 15100 Educational Contests	99.00
15100 Field trips	
15100.136 Nonlicensed employees	70.00
15100.311 Instructional Srvcs	4,650.25
15100.331.07 Pupil Transport	0.00
15100.510 Student Transpo Srvcs	3.00
Total 15100 Field trips	4,723.25
15100 Spanish	
15100.110 Certified Salaries	989.98
15100.212 SS Cert	75.74
15100.216 TRF	470.12
15100.220 Employee Ins	123.15
Total 15100 Spanish	1,658.99
Total 15000 Enrichment Programs	9,750.71
Total 10000 INSTRUCTION	267,495.06
20000 SUPPORT SERVICES	
21300 Health Services	
21300.640.07 Dues & Fees	0.00
21320 Medical Services	
21320.319 Other Prof & Tech Srv	0.00
Total 21320 Medical Services	0.00
21340 Nurse Services	
21340.319 Other Prof & Tech Srv	950.00
21340.411.07 Operation Supplies	0.00
Total 21340 Nurse Services	950.00
Total 21300 Health Services	950.00
21600.07 Special Educ Admin	
21610 Service Area Direction	
21610.312 Instr Prgm Imprv Srvc	0.00
Total 21610 Service Area Direction	0.00
Total 21600.07 Special Educ Admin	0.00
22100 Improvt of Instruction	
22130 Instr Staff Training	
22130.580 Travel	6,245.48
22130.810 Dues & Fees	10,770.00
Total 22130 Instr Staff Training	17,015.48
22190 Other Imprvt of Instr Srv	
22190.580 Travel	136.32
Total 22190 Other Imprvt of Instr Srv	136.32

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09	
Total 22100 Improvt of Instruction		17,151.80
22120 Instr & Curric Dev		
22120.312 Instr Prgm Improvment	4,222.28	
22120.580 Travel	3,255.09	
22120.810 Dues & Fees	1,228.00	
Total 22120 Instr & Curric Dev		8,705.37
22190.07 Instr Staff Trg		
22190.312.07Instr Pgm Imprv Svc	0.00	
22190.332.07 Travel	0.00	
22190.414.07 Food	0.00	
Total 22190.07 Instr Staff Trg		0.00
22220 School Library		
22220.411.07 Operation Supplies	0.00	
Total 22220 School Library		0.00
23000 General Admin		
23150 Legal Services		
23150.318 Brd of Educ Srvcs	0.00	
23150.319 Other Prof & Tech Srv	0.00	
Total 23150 Legal Services		0.00
23160 Promotion		
23160.319 Other Prof & Tech Srv	1,429.30	
23160.640.07 Dues & Fees	0.00	
23160.810 Dues & Fees	190.00	
Total 23160 Promotion		1,619.30
23190 Other Governing Body Srvc		
23190.525 Official Bond Premium	1,844.04	
23190.652.07 Official Bond Prem	0.00	
Total 23190 Other Governing Body Srvc		1,844.04
23210 Ofc of the Superintendent		
23210.120 Non-Cert Salaries	0.00	
23210.220 Employee Insurance	268.92	
23210.225 Workers Comp Ins	1,056.96	
23210.319 Other Prof & Tech Srv	625.00	
23210.332.07 Travel	0.00	
23210.343 Postage	0.00	
23210.360 Printing & Binding	0.00	
23210.414 Food	0.00	
23210.520 Insurance	3,841.08	
23210.580 Travel	0.00	
23210.640.07 Dues & Fees	0.00	
Total 23210 Ofc of the Superintendent		5,791.96
23290 Other Exec Admin Srvcs		
23290.324.07 Insurance	0.00	
23290.520 Insurance	3,175.00	
Total 23290 Other Exec Admin Srvcs		3,175.00
Total 23000 General Admin		12,430.30
24000 School Administration		
24100 Ofc of the Principal		
24100.120 Non-Cert Salaries	102,242.29	
24100.211 SS non-cert	9,247.80	
24100.212 SS Certified	0.00	
24100.214 PERF	6,791.96	
24100.216 TRF	4,498.01	
24100.220 Employee Ins	24,895.69	
24100.230 Unemployment Insur	0.00	
24100.314 Staff Services	0.00	
24100.319 Other Prof & Tech Srv	2,756.80	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09	
24100.332.07 Travel	0.00	
24100.341.07 Telephone	0.00	
24100.343.07 Postage	0.00	
24100.360.07 Printing & Binding	0.00	
24100.411.07 Operation Supplies	0.00	
24100.414.07 Food	0.00	
24100.531 Telephone	3,832.99	
24100.532 Postage	500.07	
24100.550 Printing & Binding	693.28	
24100.580 Travel	0.00	
24100.593 Other Purchased Srvcs	129.99	
24100.611 Operational Supplies	1,955.29	
24100.614 Food	361.25	
24100.640.07 Dues & Fees	0.00	
24100.741 Computer Hardware	17.99	
24100.747 Content	908.45	
24100.810 Dues & Fees	932.88	
Total 24100 Ofc of the Principal		159,764.74
24900 Other Support Srvcs		
24900.319 Other Prof & Tech Srv	14,842.35	
Total 24900 Other Support Srvcs		14,842.35
Total 24000 School Administration		174,607.09
25000 Business		
25240 Payroll Services		
25240.319 Other Prof & Tech Srv	0.00	
Total 25240 Payroll Services		0.00
25291 Refund of Revenue		
25291.670.07 Refunds	0.00	
Total 25291 Refund of Revenue		0.00
25295 Bank Service Charge		
25295.621.07 Bank Srvc Charges	0.00	
Total 25295 Bank Service Charge		0.00
25330 Prof Srvcs		
25330.530.07 Improvt not Bldgs	0.00	
Total 25330 Prof Srvcs		0.00
25351 Building Constr & Improve		
25351.720 Buildings	0.00	
Total 25351 Building Constr & Improve		0.00
25420 Maint Building		
25420.322 Cleaning Services	0.00	
25420.323 Repairs & Maint Srvcs	0.00	
25420.382 Heat & Cool - Gas	0.00	
25420.385 Water & Sewage	0.00	
25420.386 Light & Power	0.00	
25420.388 Remove Refuse/Garbage	0.00	
25420.411 Operational Supplies	0.00	
Total 25420 Maint Building		0.00
25430 Maint of Grounds		
25430.323 Repairs & Maint Srvc	0.00	
Total 25430 Maint of Grounds		0.00
25440 Maint of Equip		
25440.325 Repairs & Maint	0.00	
Total 25440 Maint of Equip		0.00
25460 Security Services		
25460.325 Repairs & Maint	0.00	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09	
Total 25460 Security Services	0.00	
25470 Insurance		
25470.324 Insurance	0.00	
Total 25470 Insurance	0.00	
25580 Contracted Transport Srvc		
25580.331 Pupil Transportation	0.00	
Total 25580 Contracted Transport Srvc	0.00	
25600 Food Services		
25691.414 Food	0.00	
25692.411 Operational Supplies	0.00	
25692.414 Food	0.00	
Total 25600 Food Services	0.00	
25860 Textbooks & Workbooks		
25860.420 Textbooks	0.00	
Total 25860 Textbooks & Workbooks	0.00	
Total 25000 Business		0.00
25000 Central Services		
25150 Payroll Services		
25150.319 Other Prof & Tech Srv	1,812.71	
Total 25150 Payroll Services	1,812.71	
25160 Financial Accounting		
25160.319 Other Prof & Tech Srv	0.00	
Total 25160 Financial Accounting	0.00	
25170 Internal Auditing		
25170.319 Other Prof & Tech Srv	4,800.00	
Total 25170 Internal Auditing	4,800.00	
25191 Refund of Revenue		
25191.876 Refunds	1,260.50	
Total 25191 Refund of Revenue	1,260.50	
25195.871 Bank Service Charges	1,464.00	
25700 Personnel Services		
25720.319 Other Prof & Tech Srv	517.93	
Total 25700 Personnel Services	517.93	
258600 Hardware Maint & Support		
25860.319 Other Prof & Tech Srv	295.00	
Total 258600 Hardware Maint & Support	295.00	
Total 25000 Central Services		10,150.14
26000 Operation&Maint Plant Srv		
26200 Maint of Buildings		
26200.411 Water & Sewage	14,027.35	
26200.412 Remove Refuge/Garbage	814.10	
26200.420 Cleaning Srvcs	3,421.41	
26200.430 Repairs & Maint	13,321.17	
26200.532 Postage	5.50	
26200.611 Operational Supplies	1,765.66	
26200.622 Heat & Cool - Gas	2,166.54	
26200.625 Light & Power	4,182.68	
26200.810 Dues & Fees	180.00	
Total 26200 Maint of Buildings	39,884.41	
26300 Maint of Grounds		
26300.430 Repairs & Maint Srvcs	3,070.51	
Total 26300 Maint of Grounds	3,070.51	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09
26400 Maint of Equipment	
26400.430 Repairs & Maint	2,409.41
Total 26400 Maint of Equipment	2,409.41
26500 Vehicle Maintenance	
26500.430 Repairs & Maintenance	176.00
Total 26500 Vehicle Maintenance	176.00
Total 26000 Operation&Maint Plant Srv	45,540.33
26000.07 Central	
26300.07 Information Services	
26300.411.07 Operation Supplies	0.00
Total 26300.07 Information Services	0.00
26420 Employment & Placement	
26420.319 Other Prof & Tech Srv	0.00
Total 26420 Employment & Placement	0.00
26491 PERF	
26491.214 PERF	0.00
Total 26491 PERF	0.00
26492 Social Security	
26492.211 SS/Med Non-Cert	0.00
26492.212 SS/Med Cert	0.00
Total 26492 Social Security	0.00
26493 Workmen's Compensation	
26493.220 Employee Insurance	0.00
Total 26493 Workmen's Compensation	0.00
26494 Group Ins	
26494.220 Employee Insurance	0.00
Total 26494 Group Ins	0.00
26496 Unemployment Compensation	
26496.230 Unemployment Comp	0.00
Total 26496 Unemployment Compensation	0.00
26497 Teachers Retirement Fund	
26497.216 TRF	0.00
26497 Teachers Retirement Fund - Other	0.00
Total 26497 Teachers Retirement Fund	0.00
26499 Other	
26499.214 PERF	0.00
26499.240 Worker Trg Fund	0.00
26499.241 Self-Insur Healthcare	0.00
Total 26499 Other	0.00
Total 26000.07 Central	0.00
27000 Student Transportation	
27700 Contracted Trans Srvcs	
27700.510 Pupil Transportation	1,168.80
Total 27700 Contracted Trans Srvcs	1,168.80
Total 27000 Student Transportation	1,168.80
Total 20000 SUPPORT SERVICES	270,703.83
30000 Oper of Noninstrct Srvcs	
31000 Food Srvcs Operations	
31400 Food Purchases	
31400.614 Food	4,810.47

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09
Total 31400 Food Purchases	4,810.47
31900 Other Food Services	
31900.611 Operational Supplies	0.00
31900.614 Other Food Purchases	2,073.28
Total 31900 Other Food Services	2,073.28
Total 31000 Food Srvcs Operations	6,883.75
33990 Other	
33990.611 Operational Supplies	2,505.56
Total 33990 Other	2,505.56
Total 30000 Oper of Noninstrct Srvcs	9,389.31
40000 Facilities Acquis & Const	
43000 Professional Srvcs	
43000.319 Other Prof & Tech Srv	2,546.05
43000.715 Improvt not Bldgs	0.00
Total 43000 Professional Srvcs	2,546.05
45000 Bldg Aquis/Constrc/Imprvt	
45100.450 Construction Services	2,000.00
45100.715 Imprvt not Bldgs	2,121.00
45100.720 Buildings	4,568.51
45100.810 Dues & Fees	0.00
Total 45000 Bldg Aquis/Constrc/Imprvt	8,689.51
45500 Rent of Bldgs/Facil/Equip	
45500.440 Rentals	1,773.96
Total 45500 Rent of Bldgs/Facil/Equip	1,773.96
Total 40000 Facilities Acquis & Const	13,009.52
50000 Debt Services	
53000 Lease Rental	
53100 Buildings	
53100.325 Rental	0.00
53100.440 Rental	362.50
Total 53100 Buildings	362.50
53200 Equipment	
53200.325 Rental	0.00
53200.440 Rental	528.81
Total 53200 Equipment	528.81
Total 53000 Lease Rental	891.31
Total 50000 Debt Services	891.31
60000 Nonprogrammed Charges	
60100.910 Trfrs frm Fund 2 Fund	12,551.64
60600 Indirect Costs	
60600.611	807.79
Total 60600 Indirect Costs	807.79
Total 60000 Nonprogrammed Charges	13,359.43
ExC · ExtraCurricular Expenses	
Celebrations	0.00
Chess	0.00
Music	0.00
RPA Fundraising Expenses	
Innisbrook Fundraiser	0.00
Port-a-Pit	0.00
Scrip	0.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '08 - Jun 09	
Total RPA Fundraising Expenses	0.00	
Yearbooks	0.00	
ExC · ExtraCurricular Expenses - Other	0.00	
Total ExC · ExtraCurricular Expenses		0.00
Total RCS EXPENSES		574,848.46
Total Expense		574,848.46
Net Ordinary Income		207,010.55
Net Income		**207,010.55**

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

		Jul '07 - Jun 08
Ordinary Income/Expense		
Income		
RCS INCOME		
1000 Revenue from Local Sources		
1300 TransferTuition&Other Payt		
1310 Tuition from individuals	-2,973.29	
1324 VSEC Joint Srvcs & Supply	0.00	
Total 1300 TransferTuition&Other Payt		-2,973.29
1300 Tuition		8,513.17
1740 Fees		
1741 Fees-Student & Adult		
Classroom Maintenance	225.00	
Field Trip Fees	-204.42	
1741 Fees-Student & Adult - Other	16,602.40	
Total 1741 Fees-Student & Adult		16,622.98
1742 Other fees		
FDK Installment Fee	25.56	
Late Payment	52.93	
NSF	239.85	
Total 1742 Other fees		318.34
Total 1740 Fees		16,941.32
1760 Receipts from ExC Accounts		
BoxTops		186.48
Chess		0.00
Events		
Grad/End of Year Party	0.00	
Graduation/End of Year 07/08	1,198.65	
RFaire	0.00	
Total Events		1,198.65
French Toast		436.47
Good Search		34.51
Innisbrook		4,360.78
Music		8,215.00
Port-a-Pit		
Port-a-Pit	2,888.10	
Port-a-Pit 5/2/08	3,717.00	
Total Port-a-Pit		6,605.10
Scrip		695.00
Sports		
Basketball	0.00	
Sports - Other	0.00	
Total Sports		0.00
Yearbook		
07/08	300.00	
Total Yearbook		300.00
1760 Receipts from ExC Accounts - Other		0.00
Total 1760 Receipts from ExC Accounts		22,031.99
1900 Other Revenue-Local Source		
1920 Gifts, Donations, Bequests		1,992.93
1940 Textbook Sales & Rentals		
1941 Textbook Sales	100.00	
1942 Textbook Rentals	-188.54	
Total 1940 Textbook Sales & Rentals		-88.54
1960 Fees- Students and Adults		7,144.72
1990 Miscellaneous		
1991 Refund of Insurance PremPd	467.65	
1994 Oth Overpayts/Reimbursmts	0.00	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08
Total 1990 Miscellaneous	467.65
1994 Refunds	624.28
1999 Other Income	
BoxTops	0.00
Good Search	0.00
Innisbrook Fundraiser	316.00
Music	5,247.00
Port-a-Pit	0.00
Scrip	225.00
Total 1999 Other Income	5,788.00
Total 1900 Other Revenue-Local Source	15,929.04
4499 PCSP Pre-Operational Grant	176,400.00
Total 1000 Revenue from Local Sources	236,842.23
3000 Revenue From State Sources	
3111 Basic Grant	194,543.00
3199 Remediation/prevent prgram	1,768.00
3221 FullDay Kindergarten Grant	5,545.24
3280 Professional Devlopt Grant	3,646.52
3410 Textbook Reimbursement	946.00
3910 Textbook Reimbursements	0.00
Total 3000 Revenue From State Sources	206,448.76
4000 Revenue from Federal Sourc	
4514 Title I	17,783.85
4599 Implementation Grant	155,800.00
4599 PCSP Pre-Operational	5,900.00
Total 4000 Revenue from Federal Sourc	179,483.85
5000 Other Financing Sources	
5400 Loan Proceeds	
5420 Common School Fund Advance	0.00
Total 5400 Loan Proceeds	0.00
Total 5000 Other Financing Sources	0.00
6000 Other Items	
6600 Other Items	
Refunds	202.92
Total 6600 Other Items	202.92
Total 6000 Other Items	202.92
Nonrevenue Receipts	
5300 Common School Loan	0.00
Total Nonrevenue Receipts	0.00
Total RCS INCOME	622,977.76
Total Income	622,977.76
Expense	
RCS EXPENSES	
10000 INSTRUCTION	
11050 Full Day Kindergarten	
11050.110 Certified Salaries	20,099.87
11050.120 Non-Cert Salaries	0.00
11050.136 Nonlicensed Employees	247.50
11050.211 SS Non-cert	0.00
11050.212 SS Certified	897.90
11050.214 PERF	0.00
11050.216 TRF	1,294.48
11050.220 Employee Insurance	51.73
11050.230 Unemployment Insur	87.65

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08	
11050.311 Instructional Srvcs	450.75	
11050.411.07 Operation Supplies	28.40	
11050.550 Printing & Binding	0.00	
11050.611 Operational Supplies	0.00	
11050.660 Mont/Class Materials	0.00	
11050 Full Day Kindergarten - Other	4.00	
Total 11050 Full Day Kindergarten		23,162.28
11100 Elementary		
11100.110 Certified Salaries	52,419.39	
11100.120 Non-Cert Salaries	28,766.06	
11100.136 Nonlicensed Employees	412.50	
11100.211 SS non-cert	956.20	
11100.212 SS Certified	2,167.62	
11100.214 PERF	0.00	
11100.216 TRF	1,229.22	
11100.220 Employee Ins	3,202.80	
11100.222 Group Health Insur	0.00	
11100.230 Unemployment Insur	190.52	
11100.311 Instruction Srvcs	1,917.00	
11100.360.07 Printing & Binding	51.38	
11100.411.07 Operation Supplies	147.10	
11100.532 Postage	0.00	
11100.550 Printing & Binding	0.00	
11100.611 Operational Supplies	112.99	
11100.614 Food	0.00	
11100.630 Textbooks	7.95	
11100.660 Mont/ClassMaterials	0.00	
Total 11100 Elementary		91,580.73
11200 Middle/Junior High School		
11200.110 Certified Salaries	22,257.37	
11200.120 Non-Cert Salaries	5,015.83	
11200.136 Nonlicensed Employees	577.50	
11200.211 SS Non-cert	279.81	
11200.212 SS Certified	1,093.69	
11200.216 TRF	58.48	
11200.220 Employee Ins	4,710.42	
11200.230 Unemployment Insur	133.47	
11200.311 Instruction Srvcs	5,502.75	
11200.360.07 Printing & Binding	20.08	
11200.550 Printing & Binding	151.29	
11200.611 Operational Supplies	156.88	
11200.614 Food	0.00	
11200.630 Textbooks	72.69	
11200.640.07 Dues & Fees	27.94	
11200.660 Mont/Classrm Material	0.00	
11200.810 Dues & Fees	0.00	
Total 11200 Middle/Junior High School		40,058.20
12600 Learning Disability		
12610.110 Certified Salaries	629.07	
12610.212 SS Certified	246.09	
12610.216 TRF	208.96	
12610.220 Employee Ins	431.06	
12610.230 Unemployment Insur	19.04	
12610.319 Other Prof & Tech Srv	300.00	
12610.550 Printing & Binding	21.13	
Total 12600 Learning Disability		1,855.35
12620.07 Learning Disability		
12620.110 Certified Salaries	5,269.26	
Total 12620.07 Learning Disability		5,269.26
15000 Enrichment Programs		
15100 Art & Music		
15100.611 Supplies	0.00	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08
15100.614 Food	0.00
15100.810 Dues & Fees	0.00
Total 15100 Art & Music	0.00
15100 Chess	
15100.136 Nonlicensed Employees	0.00
15100.580 Travel	0.00
15100.611 Supplies	0.00
15100.810 Dues & Fees	0.00
Total 15100 Chess	0.00
15100 Educational Contests	
15100.810 Dues & Fees	0.00
15300.360.07 Printing & Binding	48.73
15300.640.07 Dues & Fees	99.00
Total 15100 Educational Contests	147.73
15100 Field trips	
15100.136 Nonlicensed employees	50.00
15100.311 Instructional Srvcs	5,043.50
15100.331.07 Pupil Transport	553.80
15100.510 Student Transpo Srvcs	0.00
Total 15100 Field trips	5,647.30
15100 Spanish	
15100.110 Certified Salaries	0.00
15100.212 SS Cert	0.00
15100.216 TRF	0.00
15100.220 Employee Ins	0.00
Total 15100 Spanish	0.00
Total 15000 Enrichment Programs	5,795.03
Total 10000 INSTRUCTION	167,720.85
20000 SUPPORT SERVICES	
21300 Health Services	
21300.640.07 Dues & Fees	200.00
21320 Medical Services	
21320.319 Other Prof & Tech Srv	284.35
Total 21320 Medical Services	284.35
21340 Nurse Services	
21340.319 Other Prof & Tech Srv	950.00
21340.411.07 Operation Supplies	86.36
Total 21340 Nurse Services	1,036.36
Total 21300 Health Services	1,520.71
21600.07 Special Educ Admin	
21610 Service Area Direction	
21610.312 Instr Prgm Imprv Srvc	2,000.00
Total 21610 Service Area Direction	2,000.00
Total 21600.07 Special Educ Admin	2,000.00
22100 Improvt of Instruction	
22130 Instr Staff Training	
22130.580 Travel	912.28
22130.810 Dues & Fees	2,424.00
Total 22130 Instr Staff Training	3,336.28
22190 Other Imprvt of Instr Srv	
22190.580 Travel	136.32
Total 22190 Other Imprvt of Instr Srv	136.32

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08
Total 22100 Improvt of Instruction	3,472.60
22120 Instr & Curric Dev	
22120.312 Instr Prgm Improvment	2,850.00
22120.580 Travel	194.00
22120.810 Dues & Fees	0.00
Total 22120 Instr & Curric Dev	3,044.00
22190.07 Instr Staff Trg	
22190.312.07Instr Pgm Imprv Svc	7,880.00
22190.332.07 Travel	2,700.00
22190.414.07 Food	55.12
Total 22190.07 Instr Staff Trg	10,635.12
22220 School Library	
22220.411.07 Operation Supplies	108.33
Total 22220 School Library	108.33
23000 General Admin	
23150 Legal Services	
23150.318 Brd of Educ Srvcs	1,650.00
23150.319 Other Prof & Tech Srv	2,043.00
Total 23150 Legal Services	3,693.00
23160 Promotion	
23160.319 Other Prof & Tech Srv	867.00
23160.640.07 Dues & Fees	219.00
23160.810 Dues & Fees	231.00
Total 23160 Promotion	1,317.00
23190 Other Governing Body Srvc	
23190.525 Official Bond Premium	768.35
23190.652.07 Official Bond Prem	1,092.59
Total 23190 Other Governing Body Srvc	1,860.94
23210 Ofc of the Superintendent	
23210.120 Non-Cert Salaries	111,961.35
23210.220 Employee Insurance	112.05
23210.225 Workers Comp Ins	440.40
23210.319 Other Prof & Tech Srv	0.00
23210.332.07 Travel	354.55
23210.343 Postage	93.95
23210.360 Printing & Binding	234.92
23210.414 Food	34.99
23210.520 Insurance	1,455.00
23210.580 Travel	3,642.66
23210.640.07 Dues & Fees	900.00
Total 23210 Ofc of the Superintendent	119,229.87
23290 Other Exec Admin Srvcs	
23290.324.07 Insurance	1,798.83
23290.520 Insurance	1,265.00
Total 23290 Other Exec Admin Srvcs	3,063.83
Total 23000 General Admin	129,164.64
24000 School Administration	
24100 Ofc of the Principal	
24100.120 Non-Cert Salaries	67,857.20
24100.211 SS non-cert	2,998.16
24100.212 SS Certified	80.73
24100.214 PERF	0.00
24100.216 TRF	1,084.13
24100.220 Employee Ins	10,605.28
24100.230 Unemployment Insur	260.72
24100.314 Staff Services	925.00
24100.319 Other Prof & Tech Srv	709.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08	
24100.332.07 Travel	151.00	
24100.341.07 Telephone	3,540.45	
24100.343.07 Postage	318.39	
24100.360.07 Printing & Binding	232.91	
24100.411.07 Operation Supplies	2,232.47	
24100.414.07 Food	220.51	
24100.531 Telephone	1,792.36	
24100.532 Postage	9.52	
24100.550 Printing & Binding	71.40	
24100.580 Travel	685.84	
24100.593 Other Purchased Srvcs	120.00	
24100.611 Operational Supplies	815.27	
24100.614 Food	0.00	
24100.640.07 Dues & Fees	70.00	
24100.741 Computer Hardware	0.00	
24100.747 Content	0.00	
24100.810 Dues & Fees	0.00	
Total 24100 Ofc of the Principal		94,780.34
24900 Other Support Srvcs		
24900.319 Other Prof & Tech Srv	3,581.52	
Total 24900 Other Support Srvcs		3,581.52
Total 24000 School Administration		98,361.86
25000 Business		
25240 Payroll Services		
25240.319 Other Prof & Tech Srv	449.14	
Total 25240 Payroll Services		449.14
25291 Refund of Revenue		
25291.670.07 Refunds	25.00	
Total 25291 Refund of Revenue		25.00
25295 Bank Service Charge		
25295.621.07 Bank Srvc Charges	7.50	
Total 25295 Bank Service Charge		7.50
25330 Prof Srvcs		
25330.530.07 Improvt not Bldgs	18,946.24	
Total 25330 Prof Srvcs		18,946.24
25351 Building Constr & Improve		
25351.720 Buildings	6,303.65	
Total 25351 Building Constr & Improve		6,303.65
25420 Maint Building		
25420.322 Cleaning Services	1,552.20	
25420.323 Repairs & Maint Srvcs	1,620.29	
25420.382 Heat & Cool - Gas	309.08	
25420.385 Water & Sewage	3,945.00	
25420.386 Light & Power	837.79	
25420.388 Remove Refuse/Garbage	22.50	
25420.411 Operational Supplies	196.58	
Total 25420 Maint Building		8,483.44
25430 Maint of Grounds		
25430.323 Repairs & Maint Srvc	502.50	
Total 25430 Maint of Grounds		502.50
25440 Maint of Equip		
25440.325 Repairs & Maint	586.68	
Total 25440 Maint of Equip		586.68
25460 Security Services		
25460.325 Repairs & Maint	168.00	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

		Jul '07 - Jun 08
Total 25460 Security Services		168.00
25470 Insurance		
25470.324 Insurance	2,069.01	
Total 25470 Insurance		2,069.01
25580 Contracted Transport Srvc		
25580.331 Pupil Transportation	195.00	
Total 25580 Contracted Transport Srvc		195.00
25600 Food Services		
25691.414 Food	724.80	
25692.411 Operational Supplies	122.43	
25692.414 Food	98.84	
Total 25600 Food Services		946.07
25860 Textbooks & Workbooks		
25860.420 Textbooks	0.00	
Total 25860 Textbooks & Workbooks		0.00
Total 25000 Business		38,682.23
25000 Central Services		
25150 Payroll Services		
25150.319 Other Prof & Tech Srv	925.12	
Total 25150 Payroll Services		925.12
25160 Financial Accounting		
25160.319 Other Prof & Tech Srv	1,000.00	
Total 25160 Financial Accounting		1,000.00
25170 Internal Auditing		
25170.319 Other Prof & Tech Srv	0.00	
Total 25170 Internal Auditing		0.00
25191 Refund of Revenue		
25191.876 Refunds	320.00	
Total 25191 Refund of Revenue		320.00
25195.871 Bank Service Charges		679.00
25700 Personnel Services		
25720.319 Other Prof & Tech Srv	0.00	
Total 25700 Personnel Services		0.00
258600 Hardware Maint & Support		
25860.319 Other Prof & Tech Srv	0.00	
Total 258600 Hardware Maint & Support		0.00
Total 25000 Central Services		2,924.12
26000 Operation&Maint Plant Srv		
26200 Maint of Buildings		
26200.411 Water & Sewage	5,515.00	
26200.412 Remove Refuge/Garbage	0.00	
26200.420 Cleaning Srvcs	1,682.93	
26200.430 Repairs & Maint	3,045.05	
26200.532 Postage	12.65	
26200.611 Operational Supplies	125.03	
26200.622 Heat & Cool - Gas	1,910.11	
26200.625 Light & Power	1,729.60	
26200.810 Dues & Fees	180.00	
Total 26200 Maint of Buildings		14,200.37
26300 Maint of Grounds		
26300.430 Repairs & Maint Srvcs	1,005.00	
Total 26300 Maint of Grounds		1,005.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08
26400 Maint of Equipment	
26400.430 Repairs & Maint	1,771.73
Total 26400 Maint of Equipment	1,771.73
26500 Vehicle Maintenance	
26500.430 Repairs & Maintenance	0.00
Total 26500 Vehicle Maintenance	0.00
Total 26000 Operation&Maint Plant Srv	16,977.10
26000.07 Central	
26300.07 Information Services	
26300.411.07 Operation Supplies	55.18
Total 26300.07 Information Services	55.18
26420 Employment & Placement	
26420.319 Other Prof & Tech Srv	1,128.15
Total 26420 Employment & Placement	1,128.15
26491 PERF	
26491.214 PERF	4,784.67
Total 26491 PERF	4,784.67
26492 Social Security	
26492.211 SS/Med Non-Cert	6,842.95
26492.212 SS/Med Cert	8,565.91
Total 26492 Social Security	15,408.86
26493 Workmen's Compensation	
26493.220 Employee Insurance	626.25
Total 26493 Workmen's Compensation	626.25
26494 Group Ins	
26494.220 Employee Insurance	9,985.63
Total 26494 Group Ins	9,985.63
26496 Unemployment Compensation	
26496.230 Unemployment Comp	1,404.76
Total 26496 Unemployment Compensation	1,404.76
26497 Teachers Retirement Fund	
26497.216 TRF	0.00
26497 Teachers Retirement Fund - Other	3,559.91
Total 26497 Teachers Retirement Fund	3,559.91
26499 Other	
26499.214 PERF	329.00
26499.240 Worker Trg Fund	141.50
26499.241 Self-Insur Healthcare	4,200.00
Total 26499 Other	4,670.50
Total 26000.07 Central	41,623.91
27000 Student Transportation	
27700 Contracted Trans Srvcs	
27700.510 Pupil Transportation	1,365.00
Total 27700 Contracted Trans Srvcs	1,365.00
Total 27000 Student Transportation	1,365.00
Total 20000 SUPPORT SERVICES	349,879.62
30000 Oper of Noninstrct Srvcs	
31000 Food Srvcs Operations	
31400 Food Purchases	
31400.614 Food	943.59

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08
Total 31400 Food Purchases	943.59
31900 Other Food Services	
31900.611 Operational Supplies	156.86
31900.614 Other Food Purchases	0.00
Total 31900 Other Food Services	156.86
Total 31000 Food Srvcs Operations	1,100.45
33990 Other	
33990.611 Operational Supplies	0.00
Total 33990 Other	0.00
Total 30000 Oper of Noninstrct Srvcs	1,100.45
40000 Facilities Acquis & Const	
43000 Professional Srvcs	
43000.319 Other Prof & Tech Srv	1,435.04
43000.715 Improvt not Bldgs	753.00
Total 43000 Professional Srvcs	2,188.04
45000 Bldg Aquis/Constrc/Imprvt	
45100.450 Construction Services	0.00
45100.715 Imprvt not Bldgs	0.00
45100.720 Buildings	0.00
45100.810 Dues & Fees	100.00
Total 45000 Bldg Aquis/Constrc/Imprvt	100.00
45500 Rent of Bldgs/Facil/Equip	
45500.440 Rentals	0.00
Total 45500 Rent of Bldgs/Facil/Equip	0.00
Total 40000 Facilities Acquis & Const	2,288.04
50000 Debt Services	
53000 Lease Rental	
53100 Buildings	
53100.325 Rental	41,400.00
53100.440 Rental	27,000.00
Total 53100 Buildings	68,400.00
53200 Equipment	
53200.325 Rental	6,000.00
53200.440 Rental	6,000.00
Total 53200 Equipment	12,000.00
Total 53000 Lease Rental	80,400.00
Total 50000 Debt Services	80,400.00
60000 Nonprogrammed Charges	
60100.910 Trfrs frm Fund 2 Fund	8,636.40
60600 Indirect Costs	
60600.611	0.00
Total 60600 Indirect Costs	0.00
Total 60000 Nonprogrammed Charges	8,636.40
ExC · ExtraCurricular Expenses	
Celebrations	1,061.77
Chess	300.70
Music	21,266.40
RPA Fundraising Expenses	
Innisbrook Fundraiser	2,716.79
Port-a-Pit	2,443.00
Scrip	2,122.80

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2008 through June 2009

	Jul '07 - Jun 08	
Total RPA Fundraising Expenses	7,282.59	
Yearbooks	899.58	
ExC · ExtraCurricular Expenses - Other	123.15	
Total ExC · ExtraCurricular Expenses		30,934.19
Total RCS EXPENSES		640,959.55
Total Expense		640,959.55
Net Ordinary Income		-17,981.79
Net Income		**-17,981.79**

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2011

	Jun 30, 11	
ASSETS		
Current Assets		
Checking/Savings		
1476431 · RCS Checking		
0100 General Fund		527,393.97
0900 Textbook Rental Fund		4,980.91
1750 Playground Fund		4,983.68
2900 Annual Fund Drive		
2007-2008	0.00	
2008-2009	0.00	
2009-2010	0.00	
2010-2011	6,497.57	
Total 2900 Annual Fund Drive		6,497.57
3300 ExC Accts		
3310 JrHi Field Trip Fund	2,165.86	
Celebrations	0.00	
Chess	0.00	
Field Trip Fund		
K-2	0.00	
Field Trip Fund - Other	0.00	
Total Field Trip Fund	0.00	
Games Club	0.00	
Music	0.00	
Sports		
Basketball	0.00	
Sports - Other	0.00	
Total Sports	0.00	
Yearbooks	0.00	
Total 3300 ExC Accts		2,165.86
3956 Charter Facilities Grant		22,520.00
6610 Facilities Incentive Grant		0.00
6890 PCSP Fund		-29,301.37
7950 Fiscal Stabilization		0.00
7953 Part B, Stimulus		0.00
Total 1476431 · RCS Checking		539,240.62
Total Checking/Savings		539,240.62
Accounts Receivable		
RCS Accounts Receivable		558.56
Total Accounts Receivable		558.56
Other Current Assets		
Undeposited Funds		894.00
Total Other Current Assets		894.00
Total Current Assets		540,693.18
Fixed Assets		
RCS Fixed Assets		
10000 Instruction		
11050 Kindergarten		
11050.660 Mont/Class Materials	26,271.36	
Total 11050 Kindergarten	26,271.36	
11100 Elementary		
11100.660 Mont/Class Materials	71,418.43	
Total 11100 Elementary	71,418.43	
11200 Jr High		
11200.660 Mont/Class Materials	70,085.47	
11200.691 Computer Hardware	9,316.00	

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2011

	Jun 30, 11
Total 11200 Jr High	79,401.47
Total 10000 Instruction	177,091.26
24100 Office of the Principal	
24100.691 Computer Hardware	4,328.00
24100.741 Computer Hardware	1,680.00
24100.747 Content	5,647.33
Total 24100 Office of the Principal	11,655.33
25300 Facilities Acq & Constr	
25370.540 Equipment	2,010.41
Total 25300 Facilities Acq & Constr	2,010.41
25500 Textbook for Rent/Resale	
25520 Textbks/Wrkbks & Repairs	
25520.630 Textbooks	23,644.15
Total 25520 Textbks/Wrkbks & Repairs	23,644.15
Total 25500 Textbook for Rent/Resale	23,644.15
25860 Textbooks	
25860.420 Textbooks	1,687.20
25860.630 textbooks	2,658.11
Total 25860 Textbooks	4,345.31
40000 Facility Acq & Constr	
41000 Land Acquisition & Dev	
41000.710 Land and Easements	89,990.44
Total 41000 Land Acquisition & Dev	89,990.44
43000 Professional Services	
43000.715 Improvt not Bldg	60,425.00
Total 43000 Professional Services	60,425.00
45000 Bldg Acq, Constr & Imprvt	
45100 Bldg Acquis/Constr/Imprvt	
45100.450 Construction Services	151,849.20
45100.715 Imprvt not Buildings	216,005.50
45100.720 Buildings	31,885.97
Total 45100 Bldg Acquis/Constr/Imprvt	399,740.67
Total 45000 Bldg Acq, Constr & Imprvt	399,740.67
46000 Purchase of Movable Equip	
46000.730 Equipment	18,049.34
Total 46000 Purchase of Movable Equip	18,049.34
Total 40000 Facility Acq & Constr	568,205.45
Total RCS Fixed Assets	786,951.91
Total Fixed Assets	786,951.91
TOTAL ASSETS	**1,327,645.09**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
20000 · Accounts Payable	345.48
Total Accounts Payable	345.48
Total Current Liabilities	345.48
Long Term Liabilities	
4580 American Recov & Reinvest	

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2011

	Jun 30, 11	
4580.904 ARRA Principal Paid	-51,437.04	
4580 American Recov & Reinvest - Other	392,367.00	
Total 4580 American Recov & Reinvest		340,929.96
5420 · COMMON SCHOOL FUND LOAN		
5420.902 CSL Additional Princ	203,152.00	
5420.904 CSL Principal Paid	-6,653.35	
5420 · COMMON SCHOOL FUND LOAN - Other	382,538.00	
Total 5420 · COMMON SCHOOL FUND LOAN		579,036.65
Total Long Term Liabilities		919,966.61
Total Liabilities		920,312.09
Equity		
32000 · Unrestricted Net Assets		292,228.06
Net Income		115,104.94
Total Equity		407,333.00
TOTAL LIABILITIES & EQUITY		**1,327,645.09**

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2011

	Jun 30, 10	
ASSETS		
Current Assets		
Checking/Savings		
1476431 · RCS Checking		
0100 General Fund		456,238.13
0900 Textbook Rental Fund		3,719.07
1750 Playground Fund		6,878.08
2900 Annual Fund Drive		
2007-2008	1,250.00	
2008-2009	2,104.00	
2009-2010	2,000.00	
2010-2011	0.00	
Total 2900 Annual Fund Drive		5,354.00
3300 ExC Accts		
3310 JrHi Field Trip Fund	-320.09	
Celebrations	-3,801.68	
Chess	1,250.83	
Field Trip Fund		
K-2	-77.00	
Field Trip Fund - Other	-2,165.70	
Total Field Trip Fund	-2,242.70	
Games Club	54.00	
Music	4,055.82	
Sports		
Basketball	-2,496.91	
Sports - Other	-570.86	
Total Sports	-3,067.77	
Yearbooks	-652.58	
Total 3300 ExC Accts		-4,724.17
3956 Charter Facilities Grant		0.00
6610 Facilities Incentive Grant		27,000.00
6890 PCSP Fund		-29,301.37
7950 Fiscal Stabilization		4.48
7953 Part B, Stimulus		1,791.00
Total 1476431 · RCS Checking		466,959.22
Total Checking/Savings		466,959.22
Accounts Receivable		
RCS Accounts Receivable		428.10
Total Accounts Receivable		428.10
Other Current Assets		
Undeposited Funds		22,887.90
Total Other Current Assets		22,887.90
Total Current Assets		490,275.22
Fixed Assets		
RCS Fixed Assets		
10000 Instruction		
11050 Kindergarten		
11050.660 Mont/Class Materials	26,271.36	
Total 11050 Kindergarten	26,271.36	
11100 Elementary		
11100.660 Mont/Class Materials	71,418.43	
Total 11100 Elementary	71,418.43	
11200 Jr High		
11200.660 Mont/Class Materials	70,085.47	
11200.691 Computer Hardware	9,316.00	

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2011

	Jun 30, 10
Total 11200 Jr High	79,401.47
Total 10000 Instruction	177,091.26
24100 Office of the Principal	
24100.691 Computer Hardware	4,328.00
24100.741 Computer Hardware	1,680.00
24100.747 Content	0.00
Total 24100 Office of the Principal	6,008.00
25300 Facilities Acq & Constr	
25370.540 Equipment	2,010.41
Total 25300 Facilities Acq & Constr	2,010.41
25500 Textbook for Rent/Resale	
25520 Textbks/Wrkbks & Repairs	
25520.630 Textbooks	20,415.30
Total 25520 Textbks/Wrkbks & Repairs	20,415.30
Total 25500 Textbook for Rent/Resale	20,415.30
25860 Textbooks	
25860.420 Textbooks	1,687.20
25860.630 textbooks	1,755.23
Total 25860 Textbooks	3,442.43
40000 Facility Acq & Constr	
41000 Land Acquisition & Dev	
41000.710 Land and Easements	0.00
Total 41000 Land Acquisition & Dev	0.00
43000 Professional Services	
43000.715 Improvt not Bldg	57,375.00
Total 43000 Professional Services	57,375.00
45000 Bldg Acq, Constr & Imprvt	
45100 Bldg Acquis/Constr/Imprvt	
45100.450 Construction Services	151,849.20
45100.715 Imprvt not Buildings	198,741.50
45100.720 Buildings	28,394.86
Total 45100 Bldg Acquis/Constr/Imprvt	378,985.56
Total 45000 Bldg Acq, Constr & Imprvt	378,985.56
46000 Purchase of Movable Equip	
46000.730 Equipment	18,049.34
Total 46000 Purchase of Movable Equip	18,049.34
Total 40000 Facility Acq & Constr	454,409.90
Total RCS Fixed Assets	663,377.30
Total Fixed Assets	663,377.30
TOTAL ASSETS	**1,153,652.52**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
20000 · Accounts Payable	-1,083.00
Total Accounts Payable	-1,083.00
Total Current Liabilities	-1,083.00
Long Term Liabilities	
4580 American Recov & Reinvest	

Renaissance Academy Charter School
Balance Sheet
As of June 30, 2011

	Jun 30, 10	
4580.904 ARRA Principal Paid	-15,117.19	
4580 American Recov & Reinvest - Other	392,367.00	
Total 4580 American Recov & Reinvest		377,249.81
5420 · COMMON SCHOOL FUND LOAN		
5420.902 CSL Additional Princ	109,373.00	
5420.904 CSL Principal Paid	-6,653.35	
5420 · COMMON SCHOOL FUND LOAN - Other	382,538.00	
Total 5420 · COMMON SCHOOL FUND LOAN		485,257.65
Total Long Term Liabilities		862,507.46
Total Liabilities		861,424.46
Equity		
32000 · Unrestricted Net Assets		185,344.14
Net Income		106,883.92
Total Equity		292,228.06
TOTAL LIABILITIES & EQUITY		**1,153,652.52**

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '10 - Jun 11
Ordinary Income/Expense	
Income	
RCS INCOME	
1000 Revenue from Local Sources	
1110 Local Property Tax	0.00
1300 TransferTuition&Other Payt	
1310 Tuition from individuals	22,166.80
Total 1300 TransferTuition&Other Payt	22,166.80
1300 Tuition	0.00
1740 Fees	
1741 Fees-Student & Adult	
Classroom Maintenance	8,547.78
Field Trip Fees	18,782.20
1741 Fees-Student & Adult - Other	-1,933.88
Total 1741 Fees-Student & Adult	25,396.10
1742 Other fees	
FDK Installment Fee	636.74
Late Payment	28.08
NSF	153.72
Total 1742 Other fees	818.54
Total 1740 Fees	26,214.64
1760 Receipts from ExC Accounts	
Chess	-15.00
Events	
Grad/End of Year Party	1,556.00
Events - Other	0.00
Total Events	1,556.00
Games Club	0.00
Music	131.50
Port-a-Pit	
Port-a-Pit	0.00
Port-a-Pit 5/2/08	0.00
Total Port-a-Pit	0.00
Sports	
Basketball	0.00
Sports - Other	0.00
Total Sports	0.00
Yearbook	
07/08	0.00
Yearbook - Other	827.60
Total Yearbook	827.60
Total 1760 Receipts from ExC Accounts	2,500.10
1900 Other Revenue-Local Source	
1920 Gifts, Donations, Bequests	5,460.00
1940 Textbook Sales & Rentals	
1941 Textbook Sales	8,997.63
1942 Textbook Rentals	18,436.55
Total 1940 Textbook Sales & Rentals	27,434.18
1960 Fees- Students and Adults	-48.41
1961 Interest from County Late	0.00
1994 Refunds	5,983.53
1999 Other Income	
BoxTops	1,021.40
Carson Books	1,249.40
French Toast Fundraiser	344.27
Good Search	0.00
Innisbrook Fundraiser	0.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '10 - Jun 11
Misc. Fundraisers	5,634.02
Music	0.00
Port-a-Pit	7,400.00
Scrip	12,730.00
1999 Other Income - Other	971.00
Total 1999 Other Income	29,350.09
Total 1900 Other Revenue-Local Source	68,179.39
Total 1000 Revenue from Local Sources	119,060.93
3000 Revenue From State Sources	
3111 Basic Grant	956,336.21
3199 Remediation/prevent prgram	0.00
3221 FullDay Kindergarten Grant	15,441.88
3255 Special Education Services	0.00
3280 Professional Devlopt Grant	0.00
3910 Textbook Reimbursements	1,261.84
3991 Charter Facilities Grant	51,520.00
Total 3000 Revenue From State Sources	1,024,559.93
4000 Revenue from Federal Sourc	
4580 ARRA 2009	0.00
4590 Restricted - Other	0.00
4599 Implementation Grant	0.00
Total 4000 Revenue from Federal Sourc	0.00
5000 Other Financing Sources	
5200 Tranfers 1 Fund to Another	4,701.64
Total 5000 Other Financing Sources	4,701.64
6000 Other Items	
6600 Other Items	
Refunds	0.00
6600 Other Items - Other	50,000.00
Total 6600 Other Items	50,000.00
Total 6000 Other Items	50,000.00
Total RCS INCOME	1,198,322.50
Total Income	1,198,322.50
Expense	
RCS EXPENSES	
10000 INSTRUCTION	
11050 Full Day Kindergarten	
11050.110 Certified Salaries	43,983.88
11050.120 Non-Cert Salaries	16,329.75
11050.136 Nonlicensed Employees	0.00
11050.211 SS Non-cert	821.79
11050.212 SS Certified	3,327.28
11050.214 PERF	0.00
11050.216 TRF	2,118.56
11050.230 Unemployment Insur	848.89
11050.611 Operational Supplies	758.84
11050.660 Mont/Class Materials	2,324.91
Total 11050 Full Day Kindergarten	70,513.90
11100 Elementary	
11100.110 Certified Salaries	165,853.42
11100.120 Non-Cert Salaries	7,400.74
11100.136 Nonlicensed Employees	9,078.08
11100.211 SS non-cert	356.18
11100.212 SS Certified	12,171.69
11100.216 TRF	12,273.22
11100.221 Group Life Insurance	456.40

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '10 - Jun 11	
11100.222 Group Health Insur	31,203.41	
11100.230 Unemployment Insur	1,655.61	
11100.311 Instruction Srvcs	6,528.00	
11100.611 Operational Supplies	3,334.69	
11100.614 Food	6.00	
11100.630 Textbooks	10,268.94	
11100.660 Mont/ClassMaterials	11,786.86	
Total 11100 Elementary		272,373.24
11200 Middle/Junior High School		
11200.110 Certified Salaries	49,373.72	
11200.120 Non-Cert Salaries	0.00	
11200.136 Nonlicensed Employees	0.00	
11200.212 SS Certified	3,460.28	
11200.216 TRF	2,444.89	
11200.221 Group Life Insurance	55.20	
11200.222 Group Health Insur	5,748.39	
11200.230 Unemployment Insur	520.00	
11200.311 Instruction Srvcs	2,746.00	
11200.550 Printing & Binding	0.00	
11200.611 Operational Supplies	1,185.33	
11200.614 Food	0.00	
11200.630 Textbooks	4,410.07	
11200.660 Mont/Classrm Material	1,678.01	
11200.691 Computer	0.00	
11200.727 Content	14.99	
11200.810 Dues & Fees	0.00	
Total 11200 Middle/Junior High School		71,636.88
12600 Learning Disability		
12610.110 Certified Salaries	28,959.38	
12610.212 SS Certified	1,710.64	
12610.216 TRF	2,791.15	
12610.221 Group Life Insurance	326.40	
12610.222 Group Health Insur	13,889.04	
12610.230 Unemployment Insur	380.42	
12610.319 Other Prof & Tech Srv	12,847.53	
12610.611 Operational Supplies	244.38	
12610.660 Classrm Material	719.93	
Total 12600 Learning Disability		61,868.87
15000 Enrichment Programs		
15100 Art & Music		
15100.611 Supplies	0.00	
15100.614 Food	0.00	
15100.810 Dues & Fees	0.00	
Total 15100 Art & Music		0.00
15100 Ceremonies & Celebrations		
15100.611 Supplies	165.00	
Total 15100 Ceremonies & Celebrations		165.00
15100 Chess		
15100.136 Nonlicensed Employees	50.00	
15100.311 Instructional Srvcs	2,000.00	
15100.611 Supplies	899.86	
15100.810 Dues & Fees	0.00	
Total 15100 Chess		2,949.86
15100 Educational Contests		
15100.810 Dues & Fees	99.00	
Total 15100 Educational Contests		99.00
15100 Field trips		
15100.311 Instructional Srvcs	8,981.06	
15100.510 Student Transpo Srvcs	2,073.60	
15100.580 Travel	476.14	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '10 - Jun 11
15100.614 Food	1,566.31
Total 15100 Field trips	13,097.11
15100 Spanish	
15100.110 Certified Salaries	0.00
15100.136 Nonliscensed Employee	1,382.50
15100.212 SS Cert	0.00
Total 15100 Spanish	1,382.50
Total 15000 Enrichment Programs	17,693.47
Total 10000 INSTRUCTION	494,086.36
20000 SUPPORT SERVICES	
21300 Health Services	
21340 Nurse Services	
21340.319 Other Prof & Tech Srv	950.00
Total 21340 Nurse Services	950.00
Total 21300 Health Services	950.00
22100 Improvt of Instruction	
22130 Instr Staff Training	
22130.311 Instructional Service	16,652.07
22130.580 Travel	2,025.47
22130.810 Dues & Fees	5,209.50
Total 22130 Instr Staff Training	23,887.04
Total 22100 Improvt of Instruction	23,887.04
22120 Instr & Curric Dev	
22120.312 Instr Prgm Improvment	4,065.82
22120.580 Travel	4,266.12
22120.810 Dues & Fees	20.93
Total 22120 Instr & Curric Dev	8,352.87
22220 School Library	
22220.611 Operational Supplies	29.40
Total 22220 School Library	29.40
23000 General Admin	
23150 Legal Services	
23150.319 Other Prof & Tech Srv	3,393.64
Total 23150 Legal Services	3,393.64
23160 Promotion	
23160.319 Other Prof & Tech Srv	1,807.64
23160.540 Advertising	2,526.32
Total 23160 Promotion	4,333.96
23190 Other Governing Body Srvc	
23190.525 Official Bond Premium	1,950.00
Total 23190 Other Governing Body Srvc	1,950.00
23200 Community Relations	
23220.540 Advertising	1,000.00
Total 23200 Community Relations	1,000.00
23210 Ofc of the Superintendent	
23210.120 Non-Cert Salaries	0.00
23210.220 Employee Insurance	0.00
23210.224 Other Group Insur	1,005.10
23210.225 Workers Comp Ins	1,733.79
23210.319 Other Prof & Tech Srv	0.00
23210.520 Insurance	4,474.50
23210.810 Dues & Fees	0.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '10 - Jun 11
Total 23210 Ofc of the Superintendent	7,213.39
23290 Other Exec Admin Srvcs	
23290.520 Insurance	5,292.61
Total 23290 Other Exec Admin Srvcs	5,292.61
Total 23000 General Admin	23,183.60
24000 School Administration	
24100 Ofc of the Principal	
24100.110 Certified Salaries	75,802.44
24100.120 Non-Cert Salaries	112,785.20
24100.211 SS non-cert	7,595.57
24100.212 SS Certified	5,033.61
24100.214 PERF	7,743.90
24100.216 TRF	5,271.18
24100.221 Group Life Insurance	357.30
24100.222 Group Health Insur	29,816.35
24100.230 Unemployment Insur	1,677.57
24100.319 Other Prof & Tech Srv	178.42
24100.414.07 Food	0.00
24100.531 Telephone	5,545.86
24100.532 Postage	824.23
24100.550 Printing & Binding	1,297.84
24100.580 Travel	1,005.60
24100.593 Other Purchased Srvcs	0.00
24100.611 Operational Supplies	9,361.33
24100.614 Food	2,239.46
24100.730 Equipment	484.14
24100.741 Computer Hardware	2,894.90
24100.747 Content	12,251.61
24100.810 Dues & Fees	647.71
Total 24100 Ofc of the Principal	282,814.22
24900 Other Support Srvcs	
24900.319 Other Prof & Tech Srv	27,037.13
Total 24900 Other Support Srvcs	27,037.13
Total 24000 School Administration	309,851.35
25000 Central Services	
25150 Payroll Services	
25150.319 Other Prof & Tech Srv	2,132.87
Total 25150 Payroll Services	2,132.87
25160 Financial Accounting	
25160.319 Other Prof & Tech Srv	695.00
Total 25160 Financial Accounting	695.00
25191 Refund of Revenue	
25191.876 Refunds	0.00
Total 25191 Refund of Revenue	0.00
25193.611 Operational Supplies	0.00
25195.871 Bank Service Charges	150.00
25300.611 Operational Supplies	185.00
25700 Personnel Services	
25720.319 Other Prof & Tech Srv	0.00
Total 25700 Personnel Services	0.00
258600 Hardware Maint & Support	
25860.319 Other Prof & Tech Srv	919.00
Total 258600 Hardware Maint & Support	919.00
Total 25000 Central Services	4,081.87
26000 Operation&Maint Plant Srv	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '10 - Jun 11
26200 Maint of Buildings	
26200.411 Water & Sewage	8,896.06
26200.412 Remove Refuge/Garbage	1,584.28
26200.420 Cleaning Srvcs	5,013.20
26200.430 Repairs & Maint	16,712.38
26200.532 Postage	44.00
26200.611 Operational Supplies	1,893.26
26200.622 Heat & Cool - Gas	2,299.11
26200.625 Light & Power	6,032.36
26200.810 Dues & Fees	30.00
Total 26200 Maint of Buildings	42,504.65
26300 Maint of Grounds	
26300.430 Repairs & Maint Srvcs	3,005.00
Total 26300 Maint of Grounds	3,005.00
26400 Maint of Equipment	
26400.430 Repairs & Maint	2,910.77
Total 26400 Maint of Equipment	2,910.77
26500 Vehicle Maintenance	
26500.430 Repairs & Maintenance	5,758.82
Total 26500 Vehicle Maintenance	5,758.82
26600 Security Services	
26600.430 Repairs & Maint	724.00
Total 26600 Security Services	724.00
26700 Insurance	
26700.520 Insurance	5,432.50
Total 26700 Insurance	5,432.50
Total 26000 Operation&Maint Plant Srv	60,335.74
27000 Student Transportation	
27700 Contracted Trans Srvcs	
27700.510 Pupil Transportation	3,971.68
Total 27700 Contracted Trans Srvcs	3,971.68
Total 27000 Student Transportation	3,971.68
Total 20000 SUPPORT SERVICES	434,643.55
30000 Oper of Noninstrct Srvcs	
31000 Food Srvcs Operations	
31400 Food Purchases	
31400.614 Food	3,857.29
Total 31400 Food Purchases	3,857.29
31900 Other Food Services	
31900.614 Other Food Purchases	5,185.70
Total 31900 Other Food Services	5,185.70
Total 31000 Food Srvcs Operations	9,042.99
33990 Other	
33990.611 Operational Supplies	0.00
Total 33990 Other	0.00
Total 30000 Oper of Noninstrct Srvcs	9,042.99
40000 Facilities Acquis & Const	
45000 Bldg Aquis/Constrc/Imprvt	
45100.450 Construction Services	0.00
45100.715 Imprvt not Bldgs	7,893.75
45100.720 Buildings	0.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '10 - Jun 11
Total 45000 Bldg Aquis/Constrc/Imprvt	7,893.75
45500 Rent of Bldgs/Facil/Equip	
45500.440 Rentals	0.00
45500.720 Buildings	108,597.37
Total 45500 Rent of Bldgs/Facil/Equip	108,597.37
46000 Purchase Moveable Equipmt	
46000.696 Other Tech Hardware	0.00
46000.697 Content	179.40
46000.730 Equipment	1,095.00
Total 46000 Purchase Moveable Equipmt	1,274.40
Total 40000 Facilities Acquis & Const	117,765.52
50000 Debt Services	
52100.832 Bonds-Interest	6,583.39
53000 Lease Rental	
53100 Buildings	
53100.440 Rental	2,746.05
Total 53100 Buildings	2,746.05
53200 Equipment	
53200.440 Rental	331.56
Total 53200 Equipment	331.56
Total 53000 Lease Rental	3,077.61
59100.810 Registrars Fee	0.00
59200.810 Dues & Fees	0.00
Total 50000 Debt Services	9,661.00
60000 Nonprogrammed Charges	
60100.910 Trfrs frm Fund 2 Fund	4,701.64
60600 Indirect Costs	
60600.611	13,316.50
Total 60600 Indirect Costs	13,316.50
Total 60000 Nonprogrammed Charges	18,018.14
ExC · ExtraCurricular Expenses	
RPA Fundraising Expenses	
Port-a-Pit	0.00
Total RPA Fundraising Expenses	0.00
Total ExC · ExtraCurricular Expenses	0.00
Total RCS EXPENSES	1,083,217.56
Total Expense	1,083,217.56
Net Ordinary Income	115,104.94
Net Income	**115,104.94**

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '09 - Jun 10
Ordinary Income/Expense	
Income	
RCS INCOME	
1000 Revenue from Local Sources	
1110 Local Property Tax	6,289.00
1300 TransferTuition&Other Payt	
1310 Tuition from individuals	11,371.79
Total 1300 TransferTuition&Other Payt	11,371.79
1300 Tuition	0.00
1740 Fees	
1741 Fees-Student & Adult	
Classroom Maintenance	7,455.40
Field Trip Fees	17,716.01
1741 Fees-Student & Adult - Other	-2,435.00
Total 1741 Fees-Student & Adult	22,736.41
1742 Other fees	
FDK Installment Fee	21.14
Late Payment	73.36
NSF	49.46
Total 1742 Other fees	143.96
Total 1740 Fees	22,880.37
1760 Receipts from ExC Accounts	
Chess	1,723.06
Events	
Grad/End of Year Party	1,768.00
Events - Other	30.00
Total Events	1,798.00
Games Club	54.00
Music	742.00
Port-a-Pit	
Port-a-Pit	0.00
Port-a-Pit 5/2/08	0.00
Total Port-a-Pit	0.00
Sports	
Basketball	325.00
Sports - Other	624.70
Total Sports	949.70
Yearbook	
07/08	0.00
Yearbook - Other	568.20
Total Yearbook	568.20
Total 1760 Receipts from ExC Accounts	5,834.96
1900 Other Revenue-Local Source	
1920 Gifts, Donations, Bequests	2,334.29
1940 Textbook Sales & Rentals	
1941 Textbook Sales	7,942.13
1942 Textbook Rentals	11,857.68
Total 1940 Textbook Sales & Rentals	19,799.81
1960 Fees- Students and Adults	63.57
1961 Interest from County Late	31.45
1994 Refunds	0.00
1999 Other Income	
BoxTops	110.37
Carson Books	0.00
French Toast Fundraiser	310.87
Good Search	25.23
Innisbrook Fundraiser	3,409.35

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '09 - Jun 10
Misc. Fundraisers	3,447.10
Music	0.00
Port-a-Pit	6,285.00
Scrip	4,170.00
1999 Other Income - Other	10,069.00
Total 1999 Other Income	27,826.92
Total 1900 Other Revenue-Local Source	50,056.04
Total 1000 Revenue from Local Sources	96,432.16
3000 Revenue From State Sources	
3111 Basic Grant	782,409.70
3199 Remediation/prevent prgram	693.12
3221 FullDay Kindergarten Grant	6,469.57
3255 Special Education Services	40,155.00
3280 Professional Devlopt Grant	1,250.00
3910 Textbook Reimbursements	3,727.28
3991 Charter Facilities Grant	0.00
Total 3000 Revenue From State Sources	834,704.67
4000 Revenue from Federal Sourc	
4580 ARRA 2009	27,603.31
4590 Restricted - Other	17,239.00
4599 Implementation Grant	90,800.00
Total 4000 Revenue from Federal Sourc	135,642.31
5000 Other Financing Sources	
5200 Tranfers 1 Fund to Another	0.00
Total 5000 Other Financing Sources	0.00
6000 Other Items	
6600 Other Items	
Refunds	50.00
6600 Other Items - Other	0.00
Total 6600 Other Items	50.00
Total 6000 Other Items	50.00
Total RCS INCOME	1,066,829.14
Total Income	1,066,829.14
Expense	
RCS EXPENSES	
10000 INSTRUCTION	
11050 Full Day Kindergarten	
11050.110 Certified Salaries	26,333.15
11050.120 Non-Cert Salaries	11,259.58
11050.136 Nonlicensed Employees	58.00
11050.211 SS Non-cert	679.60
11050.212 SS Certified	2,040.79
11050.214 PERF	282.56
11050.216 TRF	4,039.08
11050.230 Unemployment Insur	432.13
11050.611 Operational Supplies	765.77
11050.660 Mont/Class Materials	4,167.51
Total 11050 Full Day Kindergarten	50,058.17
11100 Elementary	
11100.110 Certified Salaries	128,737.14
11100.120 Non-Cert Salaries	17,074.01
11100.136 Nonlicensed Employees	7,791.24
11100.211 SS non-cert	1,183.65
11100.212 SS Certified	6,063.20
11100.216 TRF	8,112.37
11100.221 Group Life Insurance	223.80

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '09 - Jun 10	
11100.222 Group Health Insur	10,842.41	
11100.230 Unemployment Insur	769.63	
11100.311 Instruction Srvcs	4,146.00	
11100.611 Operational Supplies	3,005.76	
11100.614 Food	130.82	
11100.630 Textbooks	371.32	
11100.660 Mont/ClassMaterials	33,602.54	
Total 11100 Elementary		222,053.89
11200 Middle/Junior High School		
11200.110 Certified Salaries	29,167.45	
11200.120 Non-Cert Salaries	1,345.07	
11200.136 Nonlicensed Employees	899.33	
11200.212 SS Certified	1,988.50	
11200.216 TRF	2,383.56	
11200.221 Group Life Insurance	27.60	
11200.222 Group Health Insur	3,209.29	
11200.230 Unemployment Insur	1,114.87	
11200.311 Instruction Srvcs	3,945.00	
11200.550 Printing & Binding	5.75	
11200.611 Operational Supplies	202.54	
11200.614 Food	65.86	
11200.630 Textbooks	182.10	
11200.660 Mont/Classrm Material	2,232.20	
11200.691 Computer	413.00	
11200.727 Content	0.00	
11200.810 Dues & Fees	53.93	
Total 11200 Middle/Junior High School		47,236.05
12600 Learning Disability		
12610.110 Certified Salaries	20,143.74	
12610.212 SS Certified	875.33	
12610.216 TRF	980.04	
12610.221 Group Life Insurance	123.60	
12610.222 Group Health Insur	5,245.98	
12610.230 Unemployment Insur	243.76	
12610.319 Other Prof & Tech Srv	15,609.00	
12610.611 Operational Supplies	0.00	
12610.660 Classrm Material	1,269.31	
Total 12600 Learning Disability		44,490.76
15000 Enrichment Programs		
15100 Art & Music		
15100.611 Supplies	512.45	
15100.614 Food	161.54	
15100.810 Dues & Fees	749.00	
Total 15100 Art & Music		1,422.99
15100 Ceremonies & Celebrations		
15100.611 Supplies	0.00	
Total 15100 Ceremonies & Celebrations		0.00
15100 Chess		
15100.136 Nonlicensed Employees	150.00	
15100.311 Instructional Srvcs	0.00	
15100.611 Supplies	411.73	
15100.810 Dues & Fees	368.00	
Total 15100 Chess		929.73
15100 Educational Contests		
15100.810 Dues & Fees	0.00	
Total 15100 Educational Contests		0.00
15100 Field trips		
15100.311 Instructional Srvcs	8,046.38	
15100.510 Student Transpo Srvcs	579.10	
15100.580 Travel	3,593.42	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '09 - Jun 10
15100.614 Food	0.00
Total 15100 Field trips	12,218.90
15100 Spanish	
15100.110 Certified Salaries	10,687.92
15100.136 Nonliscensed Employee	0.00
15100.212 SS Cert	33.66
Total 15100 Spanish	10,721.58
Total 15000 Enrichment Programs	25,293.20
Total 10000 INSTRUCTION	389,132.07
20000 SUPPORT SERVICES	
21300 Health Services	
21340 Nurse Services	
21340.319 Other Prof & Tech Srv	950.00
Total 21340 Nurse Services	950.00
Total 21300 Health Services	950.00
22100 Improvt of Instruction	
22130 Instr Staff Training	
22130.311 Instructional Service	0.00
22130.580 Travel	13,452.41
22130.810 Dues & Fees	7,950.00
Total 22130 Instr Staff Training	21,402.41
Total 22100 Improvt of Instruction	21,402.41
22120 Instr & Curric Dev	
22120.312 Instr Prgm Improvment	5,910.00
22120.580 Travel	2,039.55
22120.810 Dues & Fees	1,260.00
Total 22120 Instr & Curric Dev	9,209.55
22220 School Library	
22220.611 Operational Supplies	145.85
Total 22220 School Library	145.85
23000 General Admin	
23150 Legal Services	
23150.319 Other Prof & Tech Srv	100.00
Total 23150 Legal Services	100.00
23160 Promotion	
23160.319 Other Prof & Tech Srv	793.05
23160.540 Advertising	0.00
Total 23160 Promotion	793.05
23190 Other Governing Body Srvc	
23190.525 Official Bond Premium	1,904.30
Total 23190 Other Governing Body Srvc	1,904.30
23200 Community Relations	
23220.540 Advertising	200.00
Total 23200 Community Relations	200.00
23210 Ofc of the Superintendent	
23210.120 Non-Cert Salaries	-111.28
23210.220 Employee Insurance	148.68
23210.224 Other Group Insur	169.00
23210.225 Workers Comp Ins	1,291.84
23210.319 Other Prof & Tech Srv	650.00
23210.520 Insurance	3,959.00
23210.810 Dues & Fees	25.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '09 - Jun 10
Total 23210 Ofc of the Superintendent	6,132.24
23290 Other Exec Admin Srvcs	
23290.520 Insurance	4,244.18
Total 23290 Other Exec Admin Srvcs	4,244.18
Total 23000 General Admin	13,373.77
24000 School Administration	
24100 Ofc of the Principal	
24100.110 Certified Salaries	33,846.06
24100.120 Non-Cert Salaries	108,703.79
24100.211 SS non-cert	8,434.20
24100.212 SS Certified	2,507.24
24100.214 PERF	5,778.66
24100.216 TRF	5,627.61
24100.221 Group Life Insurance	188.40
24100.222 Group Health Insur	28,289.41
24100.230 Unemployment Insur	977.42
24100.319 Other Prof & Tech Srv	6,252.93
24100.414.07 Food	140.00
24100.531 Telephone	3,029.69
24100.532 Postage	679.51
24100.550 Printing & Binding	1,702.45
24100.580 Travel	1,056.39
24100.593 Other Purchased Srvcs	259.08
24100.611 Operational Supplies	4,614.08
24100.614 Food	1,225.63
24100.730 Equipment	253.94
24100.741 Computer Hardware	536.00
24100.747 Content	635.04
24100.810 Dues & Fees	580.33
Total 24100 Ofc of the Principal	215,317.86
24900 Other Support Srvcs	
24900.319 Other Prof & Tech Srv	23,078.94
Total 24900 Other Support Srvcs	23,078.94
Total 24000 School Administration	238,396.80
25000 Central Services	
25150 Payroll Services	
25150.319 Other Prof & Tech Srv	1,975.05
Total 25150 Payroll Services	1,975.05
25160 Financial Accounting	
25160.319 Other Prof & Tech Srv	0.00
Total 25160 Financial Accounting	0.00
25191 Refund of Revenue	
25191.876 Refunds	325.00
Total 25191 Refund of Revenue	325.00
25193.611 Operational Supplies	125.00
25195.871 Bank Service Charges	182.81
25300.611 Operational Supplies	0.00
25700 Personnel Services	
25720.319 Other Prof & Tech Srv	563.58
Total 25700 Personnel Services	563.58
258600 Hardware Maint & Support	
25860.319 Other Prof & Tech Srv	476.50
Total 258600 Hardware Maint & Support	476.50
Total 25000 Central Services	3,647.94
26000 Operation&Maint Plant Srv	

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '09 - Jun 10
26200 Maint of Buildings	
26200.411 Water & Sewage	7,150.78
26200.412 Remove Refuge/Garbage	1,510.64
26200.420 Cleaning Srvcs	4,341.15
26200.430 Repairs & Maint	27,390.75
26200.532 Postage	0.00
26200.611 Operational Supplies	748.28
26200.622 Heat & Cool - Gas	1,536.00
26200.625 Light & Power	5,178.74
26200.810 Dues & Fees	0.00
Total 26200 Maint of Buildings	47,856.34
26300 Maint of Grounds	
26300.430 Repairs & Maint Srvcs	14,563.33
Total 26300 Maint of Grounds	14,563.33
26400 Maint of Equipment	
26400.430 Repairs & Maint	4,119.16
Total 26400 Maint of Equipment	4,119.16
26500 Vehicle Maintenance	
26500.430 Repairs & Maintenance	994.22
Total 26500 Vehicle Maintenance	994.22
26600 Security Services	
26600.430 Repairs & Maint	0.00
Total 26600 Security Services	0.00
26700 Insurance	
26700.520 Insurance	0.00
Total 26700 Insurance	0.00
Total 26000 Operation&Maint Plant Srv	67,533.05
27000 Student Transportation	
27700 Contracted Trans Srvcs	
27700.510 Pupil Transportation	1,020.16
Total 27700 Contracted Trans Srvcs	1,020.16
Total 27000 Student Transportation	1,020.16
Total 20000 SUPPORT SERVICES	355,679.53
30000 Oper of Noninstrct Srvcs	
31000 Food Srvcs Operations	
31400 Food Purchases	
31400.614 Food	7,000.65
Total 31400 Food Purchases	7,000.65
31900 Other Food Services	
31900.614 Other Food Purchases	0.00
Total 31900 Other Food Services	0.00
Total 31000 Food Srvcs Operations	7,000.65
33990 Other	
33990.611 Operational Supplies	1,989.49
Total 33990 Other	1,989.49
Total 30000 Oper of Noninstrct Srvcs	8,990.14
40000 Facilities Acquis & Const	
45000 Bldg Aquis/Constrc/Imprvt	
45100.450 Construction Services	1,000.00
45100.715 Imprvt not Bldgs	1,003.40
45100.720 Buildings	37,495.00

Renaissance Academy Charter School
Profit & Loss Prev Year Comparison
July 2010 through June 2011

	Jul '09 - Jun 10
Total 45000 Bldg Aquis/Constrc/Imprvt	39,498.40
45500 Rent of Bldgs/Facil/Equip	
45500.440 Rentals	1,097.50
45500.720 Buildings	0.00
Total 45500 Rent of Bldgs/Facil/Equip	1,097.50
46000 Purchase Moveable Equipmt	
46000.696 Other Tech Hardware	129.04
46000.697 Content	215.78
46000.730 Equipment	230.00
Total 46000 Purchase Moveable Equipmt	574.82
Total 40000 Facilities Acquis & Const	41,170.72
50000 Debt Services	
52100.832 Bonds-Interest	2,759.16
53000 Lease Rental	
53100 Buildings	
53100.440 Rental	126,000.00
Total 53100 Buildings	126,000.00
53200 Equipment	
53200.440 Rental	428.30
Total 53200 Equipment	428.30
Total 53000 Lease Rental	126,428.30
59100.810 Registrars Fee	22,100.00
59200.810 Dues & Fees	3,969.00
Total 50000 Debt Services	155,256.46
60000 Nonprogrammed Charges	
60100.910 Trfrs frm Fund 2 Fund	0.00
60600 Indirect Costs	
60600.611	5,203.30
Total 60600 Indirect Costs	5,203.30
Total 60000 Nonprogrammed Charges	5,203.30
ExC · ExtraCurricular Expenses	
RPA Fundraising Expenses	
Port-a-Pit	4,513.00
Total RPA Fundraising Expenses	4,513.00
Total ExC · ExtraCurricular Expenses	4,513.00
Total RCS EXPENSES	959,945.22
Total Expense	959,945.22
Net Ordinary Income	106,883.92
Net Income	**106,883.92**

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0101

No. of Years	20	Accrued Interest to Starting Date:	$17,359.18
Interest Rate:	4.0000%	Amount of Advancement:	$319,360.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2009	17,359.18	7,984.00	25,343.18	311,376.00
Jul 01 2009	0.00	0.00	0.00	311,376.00
Jan 01 2010	0.00	0.00	0.00	311,376.00
Jul 01 2010	0.00	0.00	0.00	311,376.00
Jan 01 2011	0.00	0.00	0.00	311,376.00
Jul 01 2011	0.00	0.00	0.00	311,376.00
Jan 01 2012	0.00	0.00	0.00	311,376.00
Jul 01 2012	0.00	0.00	0.00	311,376.00
Jan 01 2013	0.00	0.00	0.00	311,376.00
Jul 01 2013	56,047.68	7,984.00	64,031.68	303,392.00
Jan 01 2014	6,067.84	7,984.00	14,051.84	295,408.00
Jul 01 2014	5,908.16	7,984.00	13,892.16	287,424.00
Jan 01 2015	5,748.48	7,984.00	13,732.48	279,440.00
Jul 01 2015	5,588.80	7,984.00	13,572.80	271,456.00
Jan 01 2016	5,429.12	7,984.00	13,413.12	263,472.00
Jul 01 2016	5,269.44	7,984.00	13,253.44	255,488.00
Jan 01 2017	5,109.76	7,984.00	13,093.76	247,504.00
Jul 01 2017	4,950.08	7,984.00	12,934.08	239,520.00
Jan 01 2018	4,790.40	7,984.00	12,774.40	231,536.00
Jul 01 2018	4,630.72	7,984.00	12,614.72	223,552.00
Jan 01 2019	4,471.04	7,984.00	12,455.04	215,568.00
Jul 01 2019	4,311.36	7,984.00	12,295.36	207,584.00
Jan 01 2020	4,151.68	7,984.00	12,135.68	199,600.00
Jul 01 2020	3,992.00	7,984.00	11,976.00	191,616.00
Jan 01 2021	3,832.32	7,984.00	11,816.32	183,632.00
Jul 01 2021	3,672.64	7,984.00	11,656.64	175,648.00
Jan 01 2022	3,512.96	7,984.00	11,496.96	167,664.00
Jul 01 2022	3,353.28	7,984.00	11,337.28	159,680.00
Jan 01 2023	3,193.60	7,984.00	11,177.60	151,696.00
Jul 01 2023	3,033.92	7,984.00	11,017.92	143,712.00
Jan 01 2024	2,874.24	7,984.00	10,858.24	135,728.00
Jul 01 2024	2,714.56	7,984.00	10,698.56	127,744.00
Jan 01 2025	2,554.88	7,984.00	10,538.88	119,760.00
Jul 01 2025	2,395.20	7,984.00	10,379.20	111,776.00
Jan 01 2026	2,235.52	7,984.00	10,219.52	103,792.00
Jul 01 2026	2,075.84	7,984.00	10,059.84	95,808.00

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0101

No. of Years	20	Accrued Interest to Starting Date:	$17,359.18
Interest Rate:	4.0000%	Amount of Advancement:	$319,360.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2027	1,916.16	7,984.00	9,900.16	87,824.00
Jul 01 2027	1,756.48	7,984.00	9,740.48	79,840.00
Jan 01 2028	1,596.80	7,984.00	9,580.80	71,856.00
Jul 01 2028	1,437.12	7,984.00	9,421.12	63,872.00
Jan 01 2029	1,277.44	7,984.00	9,261.44	55,888.00
Jul 01 2029	1,117.76	7,984.00	9,101.76	47,904.00
Jan 01 2030	958.08	7,984.00	8,942.08	39,920.00
Jul 01 2030	798.40	7,984.00	8,782.40	31,936.00
Jan 01 2031	638.72	7,984.00	8,622.72	23,952.00
Jul 01 2031	479.04	7,984.00	8,463.04	15,968.00
Jan 01 2032	319.36	7,984.00	8,303.36	7,984.00
Jul 01 2032	159.68	7,984.00	8,143.68	0.00
	191,729.74	319,360.00	511,089.74	

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STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0126

No. of Years	20	Accrued Interest to Starting Date:	$0.00
Interest Rate:	4.0000%	Amount of Advancement:	$63,178.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2010	0.00	0.00	0.00	63,178.00
Jul 01 2010	0.00	0.00	0.00	63,178.00
Jan 01 2011	0.00	0.00	0.00	63,178.00
Jul 01 2011	0.00	0.00	0.00	63,178.00
Jan 01 2012	0.00	0.00	0.00	63,178.00
Jul 01 2012	0.00	0.00	0.00	63,178.00
Jan 01 2013	0.00	0.00	0.00	63,178.00
Jul 01 2013	10,108.48	1,579.45	11,687.93	61,598.55
Jan 01 2014	1,231.97	1,579.45	2,811.42	60,019.10
Jul 01 2014	1,200.38	1,579.45	2,779.83	58,439.65
Jan 01 2015	1,168.79	1,579.45	2,748.24	56,860.20
Jul 01 2015	1,137.20	1,579.45	2,716.65	55,280.75
Jan 01 2016	1,105.62	1,579.45	2,685.07	53,701.30
Jul 01 2016	1,074.03	1,579.45	2,653.48	52,121.85
Jan 01 2017	1,042.44	1,579.45	2,621.89	50,542.40
Jul 01 2017	1,010.85	1,579.45	2,590.30	48,962.95
Jan 01 2018	979.26	1,579.45	2,558.71	47,383.50
Jul 01 2018	947.67	1,579.45	2,527.12	45,804.05
Jan 01 2019	916.08	1,579.45	2,495.53	44,224.60
Jul 01 2019	884.49	1,579.45	2,463.94	42,645.15
Jan 01 2020	852.90	1,579.45	2,432.35	41,065.70
Jul 01 2020	821.31	1,579.45	2,400.76	39,486.25
Jan 01 2021	789.73	1,579.45	2,369.18	37,906.80
Jul 01 2021	758.14	1,579.45	2,337.59	36,327.35
Jan 01 2022	726.55	1,579.45	2,306.00	34,747.90
Jul 01 2022	694.96	1,579.45	2,274.41	33,168.45
Jan 01 2023	663.37	1,579.45	2,242.82	31,589.00
Jul 01 2023	631.78	1,579.45	2,211.23	30,009.55
Jan 01 2024	600.19	1,579.45	2,179.64	28,430.10
Jul 01 2024	568.60	1,579.45	2,148.05	26,850.65
Jan 01 2025	537.01	1,579.45	2,116.46	25,271.20
Jul 01 2025	505.42	1,579.45	2,084.87	23,691.75
Jan 01 2026	473.84	1,579.45	2,053.29	22,112.30
Jul 01 2026	442.25	1,579.45	2,021.70	20,532.85
Jan 01 2027	410.66	1,579.45	1,990.11	18,953.40
Jul 01 2027	379.07	1,579.45	1,958.52	17,373.95

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0126

No. of Years	20	Accrued Interest to Starting Date:	$0.00
Interest Rate:	4.0000%	Amount of Advancement:	$63,178.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2028	347.48	1,579.45	1,926.93	15,794.50
Jul 01 2028	315.89	1,579.45	1,895.34	14,215.05
Jan 01 2029	284.30	1,579.45	1,863.75	12,635.60
Jul 01 2029	252.71	1,579.45	1,832.16	11,056.15
Jan 01 2030	221.12	1,579.45	1,800.57	9,476.70
Jul 01 2030	189.53	1,579.45	1,768.98	7,897.25
Jan 01 2031	157.95	1,579.45	1,737.40	6,317.80
Jul 01 2031	126.36	1,579.45	1,705.81	4,738.35
Jan 01 2032	94.77	1,579.45	1,674.22	3,158.90
Jul 01 2032	63.18	1,579.45	1,642.63	1,579.45
Jan 01 2033	31.59	1,579.45	1,611.04	0.00
	34,747.90	63,178.00	97,925.90	

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STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0154

No. of Years	20	Accrued Interest to Starting Date:	$0.00
Interest Rate:	4.0000%	Amount of Advancement:	$109,373.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jul 01 2011	0.00	0.00	0.00	109,373.00
Jan 01 2012	0.00	0.00	0.00	109,373.00
Jul 01 2012	0.00	0.00	0.00	109,373.00
Jan 01 2013	0.00	0.00	0.00	109,373.00
Jul 01 2013	10,937.30	2,734.33	13,671.63	106,638.68
Jan 01 2014	2,132.77	2,734.33	4,867.10	103,904.35
Jul 01 2014	2,078.09	2,734.33	4,812.41	101,170.03
Jan 01 2015	2,023.40	2,734.33	4,757.73	98,435.70
Jul 01 2015	1,968.71	2,734.33	4,703.04	95,701.38
Jan 01 2016	1,914.03	2,734.33	4,648.35	92,967.05
Jul 01 2016	1,859.34	2,734.33	4,593.67	90,232.73
Jan 01 2017	1,804.65	2,734.33	4,538.98	87,498.40
Jul 01 2017	1,749.97	2,734.33	4,484.29	84,764.08
Jan 01 2018	1,695.28	2,734.33	4,429.61	82,029.75
Jul 01 2018	1,640.60	2,734.33	4,374.92	79,295.43
Jan 01 2019	1,585.91	2,734.33	4,320.23	76,561.10
Jul 01 2019	1,531.22	2,734.33	4,265.55	73,826.77
Jan 01 2020	1,476.54	2,734.33	4,210.86	71,092.45
Jul 01 2020	1,421.85	2,734.33	4,156.17	68,358.13
Jan 01 2021	1,367.16	2,734.33	4,101.49	65,623.80
Jul 01 2021	1,312.48	2,734.33	4,046.80	62,889.48
Jan 01 2022	1,257.79	2,734.33	3,992.11	60,155.15
Jul 01 2022	1,203.10	2,734.33	3,937.43	57,420.83
Jan 01 2023	1,148.42	2,734.33	3,882.74	54,686.50
Jul 01 2023	1,093.73	2,734.33	3,828.06	51,952.18
Jan 01 2024	1,039.04	2,734.33	3,773.37	49,217.85
Jul 01 2024	984.36	2,734.33	3,718.68	46,483.53
Jan 01 2025	929.67	2,734.33	3,664.00	43,749.20
Jul 01 2025	874.98	2,734.33	3,609.31	41,014.88
Jan 01 2026	820.30	2,734.33	3,554.62	38,280.55
Jul 01 2026	765.61	2,734.33	3,499.94	35,546.23
Jan 01 2027	710.92	2,734.33	3,445.25	32,811.90
Jul 01 2027	656.24	2,734.33	3,390.56	30,077.58
Jan 01 2028	601.55	2,734.33	3,335.88	27,343.25
Jul 01 2028	546.87	2,734.33	3,281.19	24,608.93
Jan 01 2029	492.18	2,734.33	3,226.50	21,874.60

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0154

No. of Years	20	Accrued Interest to Starting Date:	$0.00
Interest Rate:	4.0000%	Amount of Advancement:	$109,373.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jul 01 2029	437.49	2,734.33	3,171.82	19,140.28
Jan 01 2030	382.81	2,734.33	3,117.13	16,405.95
Jul 01 2030	328.12	2,734.33	3,062.44	13,671.63
Jan 01 2031	273.43	2,734.33	3,007.76	10,937.30
Jul 01 2031	218.75	2,734.33	2,953.07	8,202.98
Jan 01 2032	164.06	2,734.33	2,898.38	5,468.65
Jul 01 2032	109.37	2,734.33	2,843.70	2,734.33
Jan 01 2033	54.69	2,734.33	2,789.01	0.00
	53,592.77	109,373.00	162,965.77	

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STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0176

No. of Years	20	Accrued Interest to Starting Date:	$0.00
Interest Rate:	4.0000%	Amount of Advancement:	$93,779.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2012	0.00	0.00	0.00	93,779.00
Jul 01 2012	0.00	0.00	0.00	93,779.00
Jan 01 2013	0.00	0.00	0.00	93,779.00
Jul 01 2013	7,502.32	2,344.48	9,846.80	91,434.53
Jan 01 2014	1,828.69	2,344.48	4,173.17	89,090.05
Jul 01 2014	1,781.80	2,344.48	4,126.28	86,745.58
Jan 01 2015	1,734.91	2,344.48	4,079.39	84,401.10
Jul 01 2015	1,688.02	2,344.48	4,032.50	82,056.63
Jan 01 2016	1,641.13	2,344.48	3,985.61	79,712.15
Jul 01 2016	1,594.24	2,344.48	3,938.72	77,367.68
Jan 01 2017	1,547.35	2,344.48	3,891.83	75,023.20
Jul 01 2017	1,500.46	2,344.48	3,844.94	72,678.73
Jan 01 2018	1,453.57	2,344.48	3,798.05	70,334.25
Jul 01 2018	1,406.69	2,344.48	3,751.16	67,989.77
Jan 01 2019	1,359.80	2,344.48	3,704.27	65,645.30
Jul 01 2019	1,312.91	2,344.48	3,657.38	63,300.83
Jan 01 2020	1,266.02	2,344.48	3,610.49	60,956.35
Jul 01 2020	1,219.13	2,344.48	3,563.60	58,611.88
Jan 01 2021	1,172.24	2,344.48	3,516.71	56,267.40
Jul 01 2021	1,125.35	2,344.48	3,469.82	53,922.93
Jan 01 2022	1,078.46	2,344.48	3,422.93	51,578.45
Jul 01 2022	1,031.57	2,344.48	3,376.04	49,233.98
Jan 01 2023	984.68	2,344.48	3,329.15	46,889.50
Jul 01 2023	937.79	2,344.48	3,282.27	44,545.03
Jan 01 2024	890.90	2,344.48	3,235.38	42,200.55
Jul 01 2024	844.01	2,344.48	3,188.49	39,856.07
Jan 01 2025	797.12	2,344.48	3,141.60	37,511.60
Jul 01 2025	750.23	2,344.48	3,094.71	35,167.13
Jan 01 2026	703.34	2,344.48	3,047.82	32,822.65
Jul 01 2026	656.45	2,344.48	3,000.93	30,478.18
Jan 01 2027	609.56	2,344.48	2,954.04	28,133.70
Jul 01 2027	562.67	2,344.48	2,907.15	25,789.23
Jan 01 2028	515.78	2,344.48	2,860.26	23,444.75
Jul 01 2028	468.90	2,344.48	2,813.37	21,100.28
Jan 01 2029	422.01	2,344.48	2,766.48	18,755.80
Jul 01 2029	375.12	2,344.48	2,719.59	16,411.33

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR RENAISSANCE ACADEMY CHARTER
LOAN NO.: A0176

No. of Years	20	Accrued Interest to Starting Date:	$0.00
Interest Rate:	4.0000%	Amount of Advancement:	$93,779.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2030	328.23	2,344.48	2,672.70	14,066.85
Jul 01 2030	281.34	2,344.48	2,625.81	11,722.38
Jan 01 2031	234.45	2,344.48	2,578.92	9,377.90
Jul 01 2031	187.56	2,344.48	2,532.03	7,033.43
Jan 01 2032	140.67	2,344.48	2,485.14	4,688.95
Jul 01 2032	93.78	2,344.48	2,438.25	2,344.48
Jan 01 2033	46.89	2,344.48	2,391.36	0.00
	44,076.13	93,779.00	137,855.13	

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Accrual Basis

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

	y1	y2	y2	y3	y3a	now	
NAME: Renaissance Academy Charter School				add 2 class UE LE		add UE, +K & JH te	**Jul '10 - Jun 11**
	Actual	Second	Actual	Third Fiscal Year Budget:	Actual 3rd year 09-10	Fourth Fiscal Year:	Actual 4th year 10 11
PERIOD:		July	July	July 1, 2009 - June 30, 2010		July 1, 2010 - June 30, 2011	
PROJECTED ENROLLMENT:	98	##	##	150	150	193	
Enrollment Growth		##	##	*127%*	*127%*	*129%*	
CARRYOVER		##	##	**$233,449.11**	**$290,905.95**	**$484,959.22**	$466,959.22
RCS INCOME							
1000 Revenue from Local Sources							
1110 Local Property Tax Dec	##	##		$0.00	*$6,289.00*	$0.00	
-Local Sharecarry over from last Ju	##	##		*Jan 09 - comes through Basic Grant from state*			
-Local Share from Auditor new yea	##			*08 local not yet rec.*			
1110 Total Local Property Tax		##		**$189,386.32**		**$0.00**	
1300 Tuition K	##	##	##	**$0.00**	**$11,534.29**	**$0.00**	$22,166.80
1324 VSEC Joint Srvcs & Supply			##				
1510 Earnings on Investments	##	##		$1,750.00		$1,970.00	$0.00
1741 Fees-Student & Adult Maint &	##	##	##	$34,740.00	$24,957.80	$19,800.00	$25,396.10
1742 Misc. Other fees	##	##	##	$1,000.00	$143.96		$818.54
1740 Fees - Other					-$2,435.00		
Total 1740 Fees	##	##	##	**$37,490.00**	**$22,666.76**	**$21,770.00**	$26,214.64
~~1760 Receipts from ExC Accounts~~					~~$1,[illegible]~~		
~~1760 Fundraising R/A~~	##	##	##	~~$11,250.00~~			
~~1760 Food/Events~~	##	##	##	~~$1,500.00~~	~~$1,[illegible]~~		
~~1760 Music~~	##	##	##	~~$0.00~~			
~~1760 Field Trip Fundraising~~	##	##	##	~~$5,[illegible]~~			
~~1760 Games Club~~					~~$34.00~~		
~~1760 Music~~					~~$742.00~~		
~~1760 Sports~~			##		~~$[illegible]~~		
~~1760 Yearbook~~	##	##	##	~~$1,500.00~~	~~$518.25~~		
Total 1760 Receipts from ExC Acc	##	##	##	**$24,000.00**	**$5,771.01**	**$0.00**	$2,500.10
1920 Annual Fund Gifts, Donations,	##	##	##	$22,500.00	$2,334.29	$28,950.00	
1920 /1999 Capital Campaign / fumc	##	##	##	$25,000.00	$27,836.92	$10,000.00	$5,460.00
1940 Textbooks			##		$19,994.72	$19,300.00	$27,434.18
1960-Other Student Fees	##	##	##	$9,450.00	$63.57	$16,795.00	-$48.41
1961 Interest from County Late					$31.45		
1994 refunds			##				$5,983.53
Total 1900 Other Revenue-Local S	##	##	##	**$56,950.00**	**$50,260.95**	**$75,045.00**	$68,179.39
Total 1000 Revenue from Local Sources							$119,060.93
3000 Revenue From State Sources							
3111 Basic Grant - State Tuition Sup	##	##	##	$757,834.26	$799,648.70	$989,091.82	$956,336.21
3199 Remediation/Preventative			##		$693.12	$868.50	$0.00
3221 FullDay Kindergarten Grant	##	##	##	$0.00	$6,469.57	$0.00	$15,441.88
3255 Special Education Services					$40,155.00	$33,453.33	$0.00
3280 Professional Devlopt Grant	##	##	##	$3,646.52	$1,250.00	$3,646.52	$0.00
3910 Textbook Reimbursement		##	##	$1,477.50	$3,727.28	$1,901.05	$1,261.84
3991 Charter Facilities Grant							$51,520.00
Total 3000 Revenue From State Sc	##	##	##	**$762,958.28**	**$851,943.67**	**$1,028,961.23**	$1,024,559.93
4514 Title I	##	##		$0.00		$0.00	
4580 ARRA 2009 / Misc. Grant					$27,603.31	$10,000.00	
4599 Implementation Grant	##	##	##	$140,600.00	$90,800.00	$0.00	
4599 PCSP Pre-Operational	##	##	##	$0.00		$0.00	

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

Total 4000 Revenue from Federal	##	##	##	**$140,600.00**	**$118,403.31**	**$10,000.00**	
Total 6000 Other Items	##	##		**$0.00**	$50.00		$50,000.00
5200 Tranfers 1 Fund to Another							$4,701.64
5300 Common School Loan	##	##	##	$110,600.00	$104,347.60	$112,000.00	$93,779.00
Other Loan - ARRA Bond	##			$300,000.00	$392,367.00	$0.00	
Total Nonrevenue Receipts	##	##	##	**$410,600.00**	$496,714.60	**$112,000.00**	**$93,779.00**
Total RCS INCOME	##	##	##	**$1,855,433.71**	**$1,854,539.54**	**$1,732,735.45**	**$1,732,192.28**
					$1,066,918.99		
RCS EXPENSES					*without fixed*		
10000 INSTRUCTION (detail on sheet 4)							
Total - 11050 Full Day Kindergarte	##	##	##	$65,753.72	$50,058.17	$107,391.40	$70,513.90
Total - 11100 Elementary	##	##	##	$261,703.04	$226,925.00	$289,252.00	$272,373.24
Total - 11200 Middle/Junior High S	##	##	##	$142,823.04	$55,495.05	$152,773.60	$71,636.88
Total - 12600 Learning Disability	##	##	##	$12,895.15	$44,490.76	$19,462.00	$61,868.87
Total - 15100 Field trips/activties	##	##	##	$4,800.00	$12,218.90	$6,080.00	
15100 Chess			##	$660.40	$929.73	$660.40	$2,949.86
15100 Sports			##	$2,618.84	$1,422.99	$2,618.84	$165.00
Total 15100 Field trips							$13,097.11
15100 Spanish							$1,382.50
15100.110, 212, 216, 220			##	$1,658.99	$10,687.92	$1,658.99	
Total - 15300 Educational Contest	##	##	##	$800.00	$33.66	$1,000.00	$99.00
Total 15000 Enrichment Programs							$17,693.47
TOTAL 10000 INSTRUCTION	##	##	##	**$493,713.18**	**$402,262.18**	**$580,897.23**	$494,086.36
20000 SUPPORT SERVICES							
Total 21320 Medical Services	##	##		$200.00		$257.33	$0.00
Total 21340 Nurse Services	##	##	##	$950.00	$950.00	$1,222.33	$950.00
Total 21300 Health Services	##	##	##	**$1,150.00**	**$950.00**	**$1,479.67**	$950.00
21600. Special Educ Admin		##		$1,271.19		$1,635.59	$0.00
21610.312 Instr Prgm Imprv Srvc	##	##		$3,061.22		$3,938.78	
Total 21600.07 Special Educ Admi	##	##	##	**$4,332.41**		**$5,574.37**	
22100 Improvt of Instruction (inc. Mont Consultants)							
22120.312 Instr Prgm Improvment	##	##	##	$2,000.00	$5,910.00	$1,300.00	$16,652.07
22120.580 Travel			##	$3,500.00	$2,039.55	$3,500.00	$4,065.82
22120.810 Dues & Fees			##	$1,000.00	$1,260.00	$1,000.00	$4,266.12
22130.312 Instruction Prog Services	##	##		$1,000.00		$1,000.00	$20.93
Total 22120 Instr & Curric Dev							$8,352.87
22130.580 Travel & Reimbursement	##	##	##	$6,000.00	$13,452.41	$9,812.00	$2,025.47
22130.810 Dues & Fees	##	##	##	$10,000.00	$7,950.00	$8,000.00	$5,209.50
Total 22100 Imprvt of Instruction	##	##	##	**$23,500.00**	**$30,611.96**	**$24,612.00**	$23,887.04
Total 22220 School Library	##	##	##	$635.59	$145.85	$817.80	$29.40
23000 General Admin							
Total 23150 Legal Services	##	##		$4,883.99	$100.00	$4,000.00	$3,393.64
Total 23160 Promotion /Other Prof &	##	##	##	$2,015.82	$793.05	$1,020.39	$4,333.96
Total 23190 Other Governing Body S	##	##		$2,461.09	$1,904.30	$2,450.20	$1,950.00
23200 Community Relations					$200.00	$257.33	$1,000.00
23210 Ofc of the Superintendent							
23210 Insurance	##	##	##	$8,118.02	$3,959.00	$5,093.91	$1,005.10
23210 other exp					$2,173.24	$2,796.24	$1,733.79
23290.520 Insurance			##		$4,244.18	$5,460.84	$4,474.50
Total 23210 Ofc of the Superinten	##	##	##	**$8,118.02**	**$10,376.42**	**$13,350.99**	$7,213.39

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

Total 23290 Other Exec Admin Srvcs							$5,292.61
Total 23000 General Admin							$23,183.60
Total 21000-23000	##	##	##	**$47,096.93**	**$45,081.58**	**$53,305.42**	**$47,050.04**
24000 School Administration							
24100 Ofc of the Principal (comb w Super07)							
24100.110 Certified Salaries					$33,846.06		$75,802.44
24100.120 Admin. Salaries	##	##	##	$156,550.00		$178,205.00	$112,785.20
24100.120 Non-Cert Salaries					$108,703.79		
24100. SS	##	##	##	$9,706.10	$8,434.20	$11,394.60	$7,595.57
24100.212 SS Certified					$2,507.24		$5,033.61
24100.214 PERF	##	##	##	$7,471.16	$5,778.66	$7,806.97	$7,743.90
24100.216 TRF	##	##	##	$11,741.25	$5,627.61	$7,602.90	$5,271.18
24100.22 Employee Life Ins	##	##	##	$0.00	$188.40	$254.53	$357.30
24100.222 Group Health Insur					$28,289.41	$38,218.99	$29,816.35
24100.230 Unemployment Comp	##	##		$1,722.05	$977.42	$1,320.49	$1,677.57
23210.225 Workers Comp Ins	##	##		$1,252.40		$0.00	
24100.314 Staff Services	##	##		$1,415.82		$0.00	
24100.319 Other Prof & Tech Srv	##	##	##	$1,085.20	$6,252.93	$8,447.71	$178.42
24100.531 Telephone	##	##	##	$5,879.42	$3,029.69	$4,093.11	$5,545.86
24100.532 Postage	##	##	##	$666.31	$679.51	$918.02	$824.23
24100.550 Printing & Binding	##	##	##	$872.48	$1,702.45	$2,300.01	$1,297.84
24100.332.07 Travel	##	##		$7,399.06	$1,056.39	$1,427.18	$1,005.60
24100 Vehicles	##	##		$6,961.22		$8,956.78	
24100.Office Supplies	##	##		$3,004.76	5677.63	$0.00	
23210.414 Food	##	##	##	$417.89	$140.00	$189.14	
24100.593 Other Purchased Srvcs -	##	##	##	$1,200.00	$259.08	$350.02	$0.00
24100.611 Operational Supplies	##	##	##	$780.00	$4,614.08	$6,233.62	$9,361.33
24100.614 Food					$1,225.63	$1,655.83	$2,239.46
24100.730 Equipment					$253.94	$343.07	$484.14
24100.741 Computer Hardware			18		$536.00	$724.14	$2,894.90
24100.747 Content	##	##	##	$218.57	$635.04	$857.94	$12,251.61
24100.810 Dues & Fees	##	##	##	$1,173.70	$580.33	$784.03	$647.71
Total 24100 Ofc of the Principal	##	##	##	**$218,343.69**	**$187,149.43**	**$282,084.08**	$282,814.22
24900.319 Other Prof Srv /BSU Adm	##	##	##	$28,570.34	$23,078.94	$30,868.84	$27,037.13
Total 24000 School Administration	##	##	##	**$246,914.03**	**$210,228.37**	**$312,952.91**	$309,851.35
25000 Business							
Total 25150 Payroll Services	##	##	##	$2,328.57	$1,975.05	$3,295.70	$2,132.87
Total 25160 Financial Accounting							$695.00
Total 25250 Financial Accounting	##	##		$6,541.66		$1,000.00	
Total 25191.876 Refund of Revenu	##	##	##	$528.06	$325.00		
Total 25520 Textbks/Wrkbks & Repairs							$3,228.85
25193.611 Operational Supplies					$125.00	$168.88	$185.00
Total 25700 Prof Personel Srvcs	##	##	##	$8,800.00	$563.58	$761.40	
25370.319 Harware Maint & Support			##		$476.50	$643.75	$919.00
Total 25470 Insurance	##	##		$3,831.89			
25520 Textbooks			##		$13,542.20	in instruction	$902.88
Total 25600 Food Services	##	##		$1,752.16			
25195.871 Bank Service Charges	##	##	##	$1,257.54	$182.81	$258.74	$150.00
Total 25000 Business Central Offic	##	##	##	**$25,039.87**	**$17,190.14**	**$6,128.46**	$4,081.87
26000 Operation&Maint Plant Srv							
26200 Maint of Buildings							
26200.411 Water & Sewage	##	##	##	$2,400.00	$7,150.78	$8,223.40	$8,896.06
26200.412 Trash Removal	##	##	##	$730.40	$1,510.64	$1,737.24	$1,584.28

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

26200.420 Cleaning Srvcs	##	##	##	$4,616.25	$4,341.15	$4,992.32	$5,013.20
26200.430 Repairs & Maint	##	##	##	$4,027.08	$27,390.75	$4,631.14	$16,712.38
26200.532 Postage							$44.00
26200.611 Operational Supplies	##	##	##	$595.63	$748.28	$860.52	$1,893.26
26200.622 Heat & Cool - Gas	##	##	##	$2,934.88	$1,536.00	$1,766.40	$2,299.11
26200.625 Light & Power	##	##	##	$3,020.38	$5,178.74	$5,955.55	$6,032.36
26200.810 Dues & Fees	##	##	##	$333.37	$0.00	$471.83	$30.00
26200 Repairs & Maint Srvc	##	##		$1,500.00		$2,000.00	$0.00
Total 26200 Maint of Buildings	**##**	**##**	**##**	**$18,657.99**	**$47,856.34**	**$30,638.39**	$42,504.65
26300 Maint of Grounds							
Total 26300 Maint of Grounds	##	##	##	$1,861.30	$14,563.33	$2,634.36	$3,005.00
Total 26400 Maint of Equipment	##	##	##	$4,367.87	$4,119.16	$6,181.99	$2,910.77
26500 Vehicle Maint			##		$994.22	$1,535.08	$5,758.82
26600 Security Services	##	##		$2,796.61		$3,958.14	$724.00
Total 26700 Insurance							$5,432.50
Total 26000 Operation&Maint Plan	**##**	**##**	**##**	**$24,887.16**	**$67,533.05**	**$39,454.75**	$60,335.74
25720 Employment & Placement	##	##	##	$3,704.08		$733.04	
27000 Student Transportation	##	##	##	$6,000.00	$1,020.16	$1,968.91	$3,971.68
Total 20000 SUPPORT SERVICES	**##**	**##**	**##**	**$353,642.08**	**$341,053.30**	**$414,543.50**	$434,643.55
30000 Oper of Noninstrct Srvcs							
Total 31000 Food Srvcs Operations	##	##	##	$1,684.36	$7,000.65	$9,457.88	$9,042.99
33990 Other Operational Supplies			##		$1,989.49		
Total 30000 Oper of Noninstrct Srv	**##**	**##**	**##**	**$1,684.36**	**$8,990.14**	**$9,457.88**	$9,042.99
40000 Facilities Acquis & Const							
41000.710 Land and Easements							$89,990.44
Total 43000 Professional Srvcs	##	##	##	$3,349.04	$40,000.00	$4,309.10	$3,050.00
45100.450 Bldg Aq. - fixed asset	##	##	##		$320,525.02	$90,000.00	
45100.450 Bldg Aquis/Constrc/Imprv	##	##	##	$300,000.00	$38,495.00	$30,000.00	$7,893.75
45100.715 Ground Impmt. /Playgrou	##	##	##	$60,000.00	$1,003.40	$20,000.00	$17,264.00
45100 Bldg Imprvt Other SEPTIC &	##	##	##	$5,000.00		$5,000.00	$3,491.11
Total 45500 Rent of Bldgs/Facil/Equip						$100,000.00	$108,597.37
46000.741 Purchase Moveable Equi	##	##		$7,570.24	$1,097.50	$8,327.27	$1,274.40
46000.696 Other Tech Hardware					$129.04		
46000.697 Content					$215.78		
46000.730 Equipment					$17,872.95		
Total 46000 Purchase Moveable E	**##**	**##**	**##**	**$13,520.00**	$18,217.77	**$9,920.00**	
Total 40000 Facilities Acquis & Co	**##**	**##**	**##**	**$389,439.28**	**$419,338.69**	**$267,556.37**	**$231,561.07**
50000 Debt Services							
52100.832 Bonds-Interest					$2,759.16		$6,583.39
Long Term Liability - Payment princi	##	##		$0.00	$15,117.19	$42,903.24	$36,319.85
Total 53100 Buildings Rental	##	##	##	$186,000.00	$110,000.00		$2,746.05
Total 53200 Equipment Rental	##	##	##	$0.00	$428.30	$0.00	$331.56
59100.810 Registrars Fee - Bond Fin					$22,100.00		
59200.810 Dues & Fees					$3,969.00		
Total 50000 Debt Services	**##**	**##**	**##**	**$186,000.00**	**$154,373.65**	**$42,903.24**	**$45,980.85**
60600 Indirect Costs					$5,203.30		$13,316.50
ExC · ExtraCurricular Expenses (Eve	##	##	##	$1,800.00		Moved to separate fund	
Music	##	##	##	$0.00			
Total RPA Fundraising Expenses	##	##	##	$9,450.00	$4,513.00		
Yearbooks	##	##	##	$1,500.00			

Total ExC · ExtraCurricular Expens	##	##	##	**$12,750.00**	**$4,513.00**		
Total 60000 Nonprogrammed Charges							$18,018.14
Total RCS EXPENDITURES	##	##	##	$1,437,228.90	$1,335,734.26	$1,315,358.21	$1,083,217.56
Net Ordinary Income							$115,104.94
REMAINING BALANCE(DEFICIT)	##	##	##	**$418,204.80**	**$518,805.28**	**$417,377.24**	$539,240.62
							$648,974.72

Extra Curric Moved to separate fund - year 4

1760 Receipts from ExC Accounts						
1760 - Chess		##	##	$750.00	$1,709.06	$965.00
1760 - Fundraising RPA	##	##	##	$11,250.00		$14,475.00
1760 - Food/Events	##	##	##	$1,500.00	$1,798.00	$1,930.00
1760 - Music	##	##		$0.00		$0.00
1760 - Field Trip Fundraising	##	##	##	$9,750.00		$12,545.00
1760 - Games Club		##		$150.00	$54.00	$193.00
1760 - Music		##		$150.00	$742.00	$193.00
1760 - Sports		##	##	$150.00	$949.70	$193.00
1760 - Yearbook	##	##	##	$1,500.00	$518.25	$1,930.00
Total 1760 Receipts from ExC Acc	##	##	##	**$25,200.00**	**$5,771.01**	**$31,459.00**

ExC · ExtraCurricular Expenses (Eve	##	##	##	$1,800.00		$2,316.00
Music	##	##	##	$0.00		$0.00
Total RPA Fundraising Expenses	##	##	##	$9,450.00	$4,513.00	$12,159.00
Yearbooks	##	##	##	$1,500.00		$1,930.00
Total ExC · ExtraCurricular Expens	##	##	##	**$12,750.00**	**$4,513.00**	**$16,405.00**

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

budg 1 y5	budg 2 y6	budg 3y7	budg 4 y8	budg 5 y9	budg 6 y9
Fifth Fiscal Year:	Sixth Fiscal Year:	7th Fiscal Year:	8th Fiscal Year:	9th Fiscal Year:	10th Fiscal Year:
July 1, 2011 - June30, 2012	July 1, 2012 - June30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 - June 30, 2015	July 1, 2014 - June 30, 2015	July 1, 2014 - June 30, 2015
176	217	249	274	282	282
91%	*123%*	*115%*	*110%*	*103%*	*100%*
$539,240.62	**$433,045.84**	**$432,379.66**	**$434,380.94**	**$410,515.32**	**$403,629.57**
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
$2,130.00	$2,650.00	$2,650.00	$2,650.00	$2,650.00	$2,650.00
$25,389.00	$29,133.00	$33,291.00	$34,263.00	$35,532.00	$35,532.00
$27,519.00	**$31,783.00**	**$35,941.00**	**$36,913.00**	**$35,532.00**	**$35,532.00**
$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
$26,400.00	$32,550.00	$37,350.00	$54,800.00	$56,400.00	$56,400.00
$10,000.00	$10,000.00	$10,000.00	$20,000.00	$30,000.00	$30,000.00
$28,160.00	$34,720.00	$39,840.00	$49,320.00	$50,760.00	$50,760.00
$64,560.00	**$77,270.00**	**$87,190.00**	**$124,120.00**	**$137,160.00**	**$137,160.00**
$1,064,712.56	$1,143,260.46	$1,355,626.09	$1,521,468.28	$1,617,492.96	$1,698,192.72
$792.00	$976.50	$1,120.50	$1,233.00	$1,269.00	$1,269.00
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$30,506.67	$37,613.33	$43,160.00	$47,493.33	$48,880.00	$48,880.00
$3,646.52	$3,646.52	$3,646.52	$3,646.52	$3,646.52	$3,646.52
$1,733.60	$2,137.45	$2,452.65	$2,698.90	$2,777.70	$2,777.70
$1,101,391.35	**$1,187,634.26**	**$1,406,005.76**	**$1,576,540.03**	**$1,674,066.18**	**$1,754,765.94**
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$11,000.00	$12,100.00	$13,310.00	$14,641.00	$16,105.10	$17,715.61
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$11,000.00	**$12,100.00**	**$13,310.00**	**$14,641.00**	**$16,105.10**	**$17,715.61**
$0.00	$114,800.00	$89,600.00	$0.00	$0.00	$0.00
$0.00	$1,000,000.00	$0.00	$0.00	$0.00	$0.00
$0.00	**$1,114,800.00**	**$89,600.00**	**$0.00**	**$0.00**	**$0.00**
$1,743,710.97	**$2,856,633.11**	**$2,064,426.42**	**$2,186,594.97**	**$2,273,378.60**	**$2,348,803.12**
$123,388.40	$109,199.47	$113,700.29	$119,726.20	$128,260.87	$132,637.20
$283,841.60	$347,874.97	$362,539.77	$432,980.84	$463,038.65	$478,647.26
$129,862.80	$128,012.60	$185,511.53	$201,820.19	$219,219.96	$225,907.86
$73,159.50	$77,074.80	$80,344.13	$83,286.26	$86,188.37	$89,125.81
$5,632.00	$8,079.00	$9,263.00	$10,188.00	$10,484.00	$10,484.00
$660.40	$660.40	$660.40	$660.40	$660.40	$660.40
$2,618.84	$2,618.84	$2,618.84	$2,618.84	$2,618.84	$2,618.84
$1,658.99	$1,658.99	$1,658.99	$1,658.99	$1,658.99	$1,658.99
$930.00	$2,821.00	$3,237.00	$3,562.00	$3,666.00	$3,666.00
$621,752.53	**$678,000.07**	**$759,533.95**	**$856,501.71**	**$915,796.09**	**$945,406.36**
$234.67	$289.33	$332.00	$365.33	$376.00	$376.00
$1,114.67	$1,374.33	$1,577.00	$1,735.33	$1,786.00	$1,786.00
$1,349.33	**$1,663.67**	**$1,909.00**	**$2,100.67**	**$2,162.00**	**$2,162.00**
	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	$0.00	$0.00	$0.00	$0.00
$0.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
$2,000.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00
$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
$2,228.02	$2,450.82	$2,695.90	$2,965.49	$3,262.04	$3,588.24
$5,730.45	$6,303.50	$6,618.67	$6,949.60	$7,297.08	$7,661.94
$15,458.47	**$15,754.31**	**$16,314.57**	**$16,915.09**	**$17,559.12**	**$18,250.18**
$745.76	$919.49	$1,055.08	$1,161.02	$1,194.92	$1,194.92
$3,733.00	$4,106.30	$4,516.93	$4,968.63	$5,465.49	$6,012.04
$4,767.36	$5,877.93	$6,744.73	$7,421.91	$7,638.60	$7,638.60
$2,145.00	$2,644.69	$3,034.69	$3,339.38	$3,436.88	$3,436.88
$1,100.00	$1,356.25	$1,556.25	$1,712.50	$1,762.50	$1,762.50
$1,105.61	$1,363.17	$1,564.19	$1,721.23	$1,771.49	$1,771.49
$1,907.17	$2,351.45	$2,698.21	$2,969.12	$3,055.80	$3,055.80
$4,921.95	$6,068.54	$6,963.44	$7,662.58	$7,886.31	$7,886.31
$7,934.73	**$9,783.16**	**$11,225.84**	**$12,352.93**	**$12,713.60**	**$12,713.60**

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$5,821.87	$6,404.06	$7,044.46	$7,748.91	$8,523.80	$9,376.18
$41,955.52	**$47,153.62**	**$51,845.30**	**$56,008.53**	**$58,694.41**	**$60,784.40**
$193,525.50	$205,137.03	$217,445.25	$226,538.99	$236,025.16	$245,921.22
$10,910.48	$14,124.73	$17,018.03	$19,663.00	$21,248.95	$22,311.40
$7,475.27	$9,677.51	$11,659.84	$13,472.03	$14,558.64	$15,286.57
$7,279.88	$9,424.54	$11,355.06	$13,119.88	$14,178.09	$14,886.99
$243.71	$315.51	$380.14	$439.22	$474.65	$498.38
$36,595.18	$47,376.20	$57,080.68	$65,952.26	$71,271.77	$74,835.36
$1,264.39	$1,636.88	$1,972.18	$2,278.70	$2,462.49	$2,585.62
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$8,088.79	$10,471.77	$12,616.79	$14,577.71	$15,753.51	$16,541.18
$3,919.21	$5,073.81	$6,113.13	$7,063.24	$7,632.94	$8,014.59
$879.01	$1,137.97	$1,371.07	$1,584.17	$1,711.94	$1,797.54
$2,202.29	$2,851.09	$3,435.10	$3,968.99	$4,289.12	$4,503.57
$1,366.55	$1,769.13	$2,131.52	$2,462.81	$2,661.45	$2,794.52
$8,167.84	$10,070.57	$11,555.63	$12,715.84	$13,087.10	$13,087.10
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$181.10	$234.46	$282.48	$326.39	$352.71	$370.35
$335.15	$433.88	$522.76	$604.00	$652.72	$685.36
$5,968.77	$7,727.19	$9,310.02	$10,756.99	$11,624.62	$12,205.85
$1,585.47	$2,052.56	$2,473.00	$2,857.36	$3,087.83	$3,242.22
$328.50	$425.27	$512.38	$592.02	$639.77	$671.76
$693.37	$897.64	$1,081.51	$1,249.60	$1,350.39	$1,417.91
$821.49	$1,063.50	$1,281.35	$1,480.49	$1,599.91	$1,679.90
$750.71	$971.88	$1,170.96	$1,352.95	$1,462.07	$1,535.18
$292,582.67	**$332,873.14**	**$370,768.88**	**$403,056.64**	**$426,125.83**	**$444,872.56**
$33,041.74	$35,629.03	$42,180.17	$47,296.20	$50,221.99	$52,642.98
$325,624.41	**$368,502.17**	**$412,949.05**	**$450,352.84**	**$476,347.81**	**$497,515.54**
$3,305.95	$4,483.69	$5,659.37	$6,850.34	$7,755.39	$8,530.92
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$837.54	$921.29	$1,013.42	$1,114.76	$1,226.24	$1,348.86
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$259.54	$352.00	$444.30	$537.80	$608.86	$669.74
$4,403.03	**$5,756.99**	**$7,117.09**	**$8,502.90**	**$9,590.48**	**$10,549.53**
$4,800.00	$4,800.00	$4,800.00	$4,800.00	$4,800.00	$4,800.00
$1,910.96	$2,102.06	$2,312.26	$2,543.49	$2,797.84	$3,077.62

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$4,552.58	$5,613.13	$6,440.87	$7,087.55	$7,294.48	$7,294.48
$5,325.81	$6,124.68	$7,043.39	$7,747.72	$8,522.50	$9,374.75
$1,900.00	$2,576.88	$3,252.56	$3,937.04	$4,457.19	$4,902.90
$2,031.36	$2,336.06	$2,686.47	$3,089.44	$3,398.39	$3,738.23
$6,848.88	$7,876.22	$9,057.65	$10,416.30	$11,457.93	$12,603.72
$473.29	$641.90	$810.22	$980.72	$1,110.29	$1,221.32
$2,500.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
$30,342.89	**$37,070.93**	**$41,403.42**	**$45,602.26**	**$48,838.61**	**$52,013.02**
$2,642.55	$3,583.96	$4,523.72	$5,475.70	$6,199.13	$6,819.04
$6,201.21	$8,410.39	$10,615.70	$12,849.69	$13,886.10	$14,580.41
$1,679.83	$2,485.39	$3,422.28	$4,519.06	$5,581.20	$6,697.44
$3,970.44	$5,384.91	$6,796.90	$8,227.25	$9,314.21	$10,245.63
$39,186.66	**$49,065.28**	**$56,542.84**	**$63,927.64**	**$68,923.84**	**$73,412.47**
$735.32	$997.28	$1,258.78	$1,523.68	$1,724.98	$1,897.48
$2,693.22	$3,984.74	$5,486.83	$7,245.26	$8,948.16	$10,737.79
$414,598.16	**$475,460.08**	**$535,199.90**	**$587,560.85**	**$624,229.68**	**$654,897.21**
$9,056.04	$11,612.31	$13,857.72	$15,859.02	$16,974.94	$17,653.93
$9,056.04	**$11,612.31**	**$13,857.72**	**$15,859.02**	**$16,974.94**	**$17,653.93**
$2,781.35	$3,429.27	$3,934.97	$4,330.05	$4,456.48	$4,456.48
	$950,000.00	$10,000.00			
$10,000.00	$30,000.00	$3,000.00	$0.00	$0.00	$0.00
$10,000.00	$15,000.00	$10,000.00	$0.00	$3,000.00	$3,000.00
$5,000.00	$5,000.00	$5,000.00	$5,000.00	$3,000.00	$3,000.00
$90,000.00	$90,000.00	$90,000.00	$90,000.00	$90,000.00	$90,000.00
$1,401.84	$1,542.02	$1,696.23	$1,865.85	$2,052.43	$2,257.68

$15,520.00	**$6,000.00**	**$6,000.00**	**$6,000.00**	**$6,000.00**	**$6,000.00**
$134,703.19	**$1,100,971.30**	**$129,631.20**	**$107,195.90**	**$108,508.91**	**$108,714.15**
$111,996.52	$139,094.24	$172,133.81	$188,682.59	$183,351.45	$183,351.45

$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$111,996.52	**$139,094.24**	**$172,133.81**	**$188,682.59**	**$183,351.45**	**$183,351.45**
$13,716.00	$14,127.47	$14,551.30	$14,987.84	$15,437.47	$15,900.60

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$18,558.68	$19,115.44	$19,688.91	$20,279.58	$20,887.96	$21,514.60
$1,310,665.12	$2,424,253.45	$1,630,045.48	$1,776,079.64	$1,869,749.03	$1,931,537.71
$433,045.84	**$432,379.66**	**$434,380.94**	**$410,515.32**	**$403,629.57**	**$417,265.41**

$880.00	$1,085.00	$1,245.00	$1,370.00	$1,410.00	$1,410.00
$13,200.00	$16,275.00	$18,675.00	$20,550.00	$21,150.00	$21,150.00
$1,760.00	$2,170.00	$2,490.00	$2,740.00	$2,820.00	$2,820.00
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$11,440.00	$14,105.00	$16,185.00	$17,810.00	$18,330.00	$18,330.00
$176.00	$217.00	$249.00	$274.00	$282.00	$282.00
$176.00	$217.00	$249.00	$274.00	$282.00	$282.00
$176.00	$217.00	$249.00	$274.00	$282.00	$282.00
$1,760.00	$2,170.00	$2,490.00	$2,740.00	$2,820.00	$2,820.00
$28,688.00	**$35,371.00**	**$40,587.00**	**$44,662.00**	**$45,966.00**	**$45,966.00**

$2,112.00	$2,604.00	$2,988.00	$3,288.00	$3,384.00	$3,384.00
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
$11,088.00	$13,671.00	$15,687.00	$17,262.00	$17,766.00	$17,766.00
$1,760.00	$2,170.00	$2,490.00	$2,740.00	$2,820.00	$2,820.00
$14,960.00	**$18,445.00**	**$21,165.00**	**$23,290.00**	**$23,970.00**	**$23,970.00**

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

11th Fiscal Year:	
July 1, 2014 - June 30, 2015	July 1, 2014 - June 30, 2015
282	282
100%	*100%*
higher per st tuit	
$417,265.41	**$427,493.10**
$0.00	

$0.00
$0.00
$2,650.00
$35,532.00
$35,532.00
$0.00
$56,400.00
$30,000.00
$50,760.00
$137,160.00
$1,755,619.20
$1,269.00
$0.00
$48,880.00
$3,646.52
$2,777.70
$1,812,192.42
$0.00
$19,487.17
$0.00
$0.00

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$19,487.17
$0.00
$0.00
$0.00
$2,421,637.00
$137,170.64
$494,817.98
$232,833.79
$92,166.06
$10,484.00
$660.40
$2,618.84
$1,658.99
$3,666.00
$976,076.71
$376.00
$1,786.00
$2,162.00
$0.00
$0.00
$0.00
$1,500.00
$3,500.00
$1,000.00
$1,000.00
$3,947.07
$8,045.03
$18,992.10
$1,194.92
$6,613.24
$7,638.60
$3,436.88
$1,762.50
$1,771.49
$3,055.80
$7,886.31
$12,713.60

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$10,313.80
$63,065.14
$256,245.39
$23,426.97
$16,050.90
$15,631.34
$523.30
$78,577.12
$2,714.90
$0.00
$0.00
$17,368.24
$8,415.32
$1,887.42
$4,728.75
$2,934.25
$13,087.10
$0.00
$388.87
$719.62
$12,816.14
$3,404.33
$705.35
$1,488.80
$1,763.90
$1,611.93
$464,489.95
$54,365.77
$518,855.72
$9,384.02
$0.00
$1,483.75
$0.00
$0.00
$736.71
$11,604.48
$4,800.00
$3,385.38

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$7,294.48
$10,312.22
$5,393.20
$4,112.05
$13,864.09
$1,343.45
$5,000.00
$55,504.87
$7,500.94
$15,309.43
$8,036.93
$11,270.19
$78,315.25
$2,087.23
$12,885.35
$686,813.17
$18,360.09
$18,360.09
$4,456.48
$0.00
$3,000.00
$3,000.00
$90,000.00
$2,483.45

$6,000.00
$108,939.92
$181,793.97

$0.00
$181,793.97
$16,377.62

Renaissance Academy Charter School
Profit & Loss Budget vs. Actual
July 2007 through June 2008

$22,160.04
$1,994,143.90
$427,493.10

$1,410.00
$21,150.00
$2,820.00
$0.00
$18,330.00
$282.00
$282.00
$282.00
$2,820.00
$45,966.00

$3,384.00
$0.00
$17,766.00
$2,820.00
$23,970.00

Student Enrollment and Teaching Staff Plans

	Year 1		Year 2		Year 3		Year 4		**Year 5**		Year 6		Year 7	
	2007-20		**2008-2009**		**2009-2010**		**2010-2011**		**2011-2012**		**2012-2013**		**2012-2013**	
Grade	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**
Kindergarten	10	1	15	1	15	1	30	2	**25**	**3**	28	2	32	2
1st Grade	15	0.67	14	0.67	22	1	23	1	**22**	**1**	30	2	32	2
2nd Grade	14	0.67	13	0.67	22	1	24	1	**21**	**1**	30	1	32	1
3rd Grade	18	0.67	17	0.66	22	1	23	1	**22**	**1**	30	1	32	1
4th Grade	8	0.33	18	0.67	17	0.67	23	1	**18**	**1**	25	1	30	1
5th Grade	7	0.33	11	0.67	18	0.67	20	1	**21**	**1**	23	1	25	1
6th Grade	13	0.67	8	1	12	0.66	21	1	**21**	**1**	21	1	22	1
7th Grade	6	0.33	14	0.33	10	1	14	1	**14**	**1**	18	1	23	1
8th Grade	7	0.33	8	0.33	12	1	12	1	**12**		12		21	1
9th Grade	XXX													
10th Grade	XXX													
11th Grade	XXX													
12th Grade	XXX													
Special Educatio	**10**	0.25	**12**	0.25	**15**	0.35	**19**	0.5	**18**	**2**	**22**	2	**25**	2
Total	98	5.25	118	6.25	150	8.35	190	10.5	**176**	**12**	217	12	249	13
Ratio		18.667		18.88		17.964		18.095		**14.667**		18.083		19.154
						add 2 classaes		add 2		add 2		add1		

Student Class Size	**YEAR 1**	**YEAR 2relst**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**	**YEAR 7**
Kindergarten	10	15	15	15	18.75	14	16
Kindergarten b				15	6.25	14	16
Lower Elementary 1-3 a	23.5	22	22.0	23.3	21.7	22.5	24.0
Lower Elementary 1-3 b	23.5	22	22.0	23.3	21.7	22.5	24.0
Lower Elementary 1-3 c			22.0	23.3	21.7	22.5	24.0
Lower Elementary 1-3 d						22.5	24.0
Upper Elementary 4-6	21.5	33	23.5	21.3	20.0	23.0	25.7
Upper Elementary 4-6 b			23.5	21.3	20.0	23.0	25.7
Upper Elementary 4-6 c				**21.3**	20.0	23.0	25.7
Upper Elementary 4-6 d							
Junior High 7-8	19.5	26	22	26	26	30	22.0
Junior High 7-8 b							22.0

Junior High 7-8 c														
Total Enrollment		**98**		**118**		**150.0**		**190.0**		**176.0**		**217.0**		**249.0**
STAFFING														
Teachers														
Kindergarten		0.5		1		1		2		3		2		2
Lower Elementary 1-3		2		2		3		3		3		4		4
Upper Elementary 4-6		1		2		2		3		3		3		3
Junior High 7-8		1		1		2		2		1		1		2
Classroom Teachers		**4.5**		**6**		**8**		**10**		**10**		**10**		**11**
Specialty Teachers														
Special Ed Coord. + Teac		0.25		0.25		0.5		1		2		2		2
Foriegn Language		0.2		0.25		0.25		0.25		0.25		0.25		0.25
Art/Drama		0.2		0.25		0.25		0.25		0.25		0.25		0.25
Music		0.2		0.25		0.25		0.25		0.25		0.25		0.25
Physical Ed/ Exploration		0.1		0.25		0.25		0.25		0.25		0.25		0.25
Total Teachers		**5.45**		**7.25**		**9.5**		**12**		**13**		**13**		**14**
Assistant Teachers														
Kindergarten		0.5		0.5		0.5		1				1		1
Lower Elementary 1-3		0.5		0.5		1.5		1		2		2		2
Upper Elementary 4-6		0.25				1		1		1		1.5		1.5
Junior High 7-8		0.25						1		1		0.5		1
Assistants FTE		**1.5**		**1**		**3**		**4**		**4**		**5**		**5.5**

Year 8		Year 9		Year 10		Year 11			Year 12	Year 13	
2012-2013		**2012-2013**		**2012-2013**		**2012-2013**		**2012-2013**		**2012-2013**	
Student	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**	**Student**	**Teacher**
32	2	32	2	32	2	32	2	32	2	32	2
32	2	32	2	32	2	32	2	32	2	32	2
32	1	32	1	32	1	32	1	32	1	32	1
31	1	32	1	32	1	32	1	32	1	32	1
31	2	34	2	34	2	34	2	34	2	34	2
31	1	32	1	32	1	32	1	32	1	32	1
30	1	32	1	32	1	32	1	32	1	32	1
28	1	28	1	28	1	28	1	28	1	28	1
27	1	28	1	28	1	28	1	28	1	28	1
27	2	**28**	2	**28**	2	**28**	2	**28**	2	**28**	2
274	14	282	14	282	14	282	14	282	14	282	14
	19.571		20.143		20.143		20.143		20.143		20.143

	YEAR 8		**YEAR 9**		**YEAR 10**		**YEAR 11**		**YEAR 12**		**YEAR 13**
	16		16		16		16		16		16
	16		16		16		16		16		16
	23.8		24.0		24.0		24.0		24.0		24.0
	23.8		24.0		24.0		24.0		24.0		24.0
	23.8		24.0		24.0		24.0		24.0		24.0
	23.8		24.0		24.0		24.0		24.0		24.0
	23.0		24.5		24.5		24.5		24.5		24.5
	23.0		24.5		24.5		24.5		24.5		24.5
	23.0		24.5		24.5		24.5		24.5		24.5
	23.0		24.5		24.5		24.5		24.5		24.5
	27.5		28.0		28.0		28.0		28.0		28.0
	27.5		28.0		28.0		28.0		28.0		28.0

	274		**282**		**282**		**282**		**282**		**282**
	2		2		2		2		2		2
	4		4		4		4		4		4
	4		4		4		4		4		4
	2		2		2		2		2		2
	12		**12**		**12**		**12**		**12**		**12**
	2		2		2		2		2		2
	0.3		0.4		0.4		0.4		0.4		0.4
	0.3		0.4		0.4		0.4		0.4		0.4
	0.3		0.4		0.4		0.4		0.4		0.4
	0.3		0.4		0.4		0.4		0.4		0.4
	15.2		**15.6**		**15.6**		**15.6**		**15.6**		**15.6**
	1		1		1		1		1		1
	2		2		2		2		2		2
	2		2		2		2		2		2
	1		1		1		1		1		1
	6		**6**		**6**		**6**		**6**		**6**

BYLAWS
OF
RENAISSANCE ACADEMY, INC.

ARTICLE I

Name

The name of the Corporation is **Renaissance Academy, Inc.** ("Renaissance").

ARTICLE II

Form of Corporation

Renaissance is organized as a non-profit corporation pursuant to Article 20-5.5 of the Indiana Code with two separate operating divisions, Renaissance Academy Preschool ("Preschool") and Renaissance Academy Charter School ("Charter School").

ARTICLE III

Offices

Section 1. Principal Office. The principal office of the corporation shall be located in the, County of LaPorte, State of Indiana.

Section 2. Registered Office. The registered office of the corporation is 4093 West US Hwy 20, LaPorte, Indiana.

ARTICLE IV

Board of Directors; Meetings; Fiscal Year

Section 1. General Powers. The business, property and affairs of the Corporation shall be divided into two divisions. Each division shall be autonomous in order to comply with the requirements of charter schools in Indiana. Each division shall be managed by its own Board of Directors. Each Board of Directors may exercise any and all of the powers granted to it under any portions of the Indiana Code. Each board may delegate such powers to the officers of the board and/or the Executive Director of the division it governs as it deems necessary. The first division shall be known as the Preschool Division. The second division shall be known as the Charter School Division

Section 2. Method of Selection.

A. The Preschool Board of Directors is composed of three (3) members. The number of Directors may change from time to time by resolution of the Directors, but shall be no fewer than three (3) and all of whom shall be members of the corporation.

B. The initial Charter School Board of Directors shall be the individuals named in the charter proposal approved by the University. The Board of Directors of Charter School shall nominate a list of potential members of the Charter School Board of Directors equaling at least the number of vacancies on the Charter School Board. The Board of Directors of Charter School shall elect members from the list of nominees at its next regular meeting. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3. Length of Term.

A. The term of each member of the Preschool Board of Directors shall be three (3) years.

B. The term of each member of the Charter School Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a terms of two years, and the remainder shall be appointed for a term of one year. At the first meeting, the Board of Directors shall designate which members of the invited Board of Directors shall serve one (1), two (2), and three (3) year terms.

Section 4 Vacancies. Any vacancy may be filled as provided in Section 2 of this Article.

Section 5. Number of Directors.

A. The Preschool Board of Directors shall consist of three (3) members. The term shall be three (3) years.

B. The number of members of the initial Board of Directors for Charter School shall be nine (9). The number of members shall never be fewer than seven (7) or more than eleven (11).

Section 6. Removal. At any special meeting of members called for such purpose, any member of either Board of Directors may be removed from such office either for or without cause by a majority vote of the members entitled to vote at an election of directors, and a successor may be elected at the same meeting for the unexpired term of the director removed. Failure to elect a director at such meeting to fill the unexpired term of any director so removed shall be deemed to create a vacancy on the Board of Directors which may be filled by the remaining directors in accordance with Section 4 of this Article.

Section 7. Resignation. Any Director may resign at any time by providing written notice to the corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor may be appointed as provided in Section 2 of this Article.

Section 8. Regular Meetings.

A. Unless otherwise agreed upon, the Preschool Board of Directors shall meet each year, immediately following the annual meeting of members was held, for the purpose of organization, election of officers of the corporation and consideration of any other business which may be brought before the meeting. No notice shall be necessary for the holding of this annual meeting.

B. The Charter School Board of Directors shall approve a calendar of regular meetings each year in August. The calendar shall designate the date, time and place of regular meetings. The Charter School Board of Directors shall meet at least bimonthly. The Charter School Board of Directors may provide, by resolution, the time and place, within the state of Indiana, for the holding of additional regular meetings. The corporation shall provide notice of all regular meetings as required by the Indiana Open Door Law (IC 5-14-1.5).

Section 9. Executive Sessions. Executive Sessions of the Charter School Board of Directors may be held only for the specific instances enumerated in the Open Door Law (IC 5-14-1.5-6.1-b).

Section 10. Special Meetings.

A. Special meetings of the Preschool Board of Directors may be held regularly pursuant to a resolution of the Preschool Board of Directors to such effect or may be held upon the call of the President or of any two (2) members of the Preschool Board. The person or persons authorized to call special meetings of the Preschool Board of Directors may fix the place within the state of Indiana for holding any special meetings of the Preschool Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the state of Indiana. The corporation shall provide notice of all special meetings as required by the Open Door Law.

B. Special meetings of the Charter School Board of Directors may be called by or at the request of the President or any three or more directors. The person or persons authorized to call special meetings of the Charter School Board of Directors may fix the place within the state of Indiana for holding any special meetings of the Charter School Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the state of Indiana. The corporation shall provide notice of all special meetings as required by the Open Door Law.

Section 11. Notice; Waiver. In addition to the notice provisions of the Open Door Law, when applicable, notice of any special meeting shall be given at least forty-eight (48) hours prior to the special meeting by written notice, stating the time, date and place of the meeting, delivered personally or mailed or sent by telegram, fax or e-mail to each Director at the Director's personal residence or place of business. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 12. Quorum. A majority of the Directors of either Board constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Door Law. A Director shall be deemed to be present at a meeting for the purpose of constituting a quorum and transacting business thereat if, at the time of such meeting, he shall participate by telephone in the transaction of the business thereof and if such Director shall subsequently approve and sign the minutes of such meeting.

Section 13. Manner of Acting. The act of the majority of the Directors of either Board present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 14. Compensation. By resolution of the Board of Directors of either Board, the Directors may be paid the expenses, if any, of attendance at each meeting of the Board of Directors. Expenses shall include travel expenses for attending Board meetings, costs associated with providing materials for Board meetings, and other approved expenses. Directors shall not be provided remuneration for their services as Directors.

Section 15. Presumption of Assent. A Director of either Board who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Board immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

Section 16. Committees. The Board of Directors of either Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Directors is not in session, the powers of the Board of Directors in the management of the business and affairs of the division it represents, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Directors or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Door Law, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 17. Fiscal Year, Budget, Unified Accounting System, Audits. The fiscal year of the corporation shall begin on the first day of July in each year.

The Charter School Board of Directors, subject to the oversight responsibilities of the University, shall have exclusive control of the Charter School budget. The Board of the Charter School shall prepare and publish an annual budget in accordance with the University policy and

the Unified Accounting System prescribed by the State Board of Education and the State Board of Accounts.

In addition, the Ball State University Office of Charter Schools shall have the right to audit the Charter School and the Charter School shall be subject to any requests made by the Office of Charter Schools with regards to these audits.

ARTICLE V

Officers

Section 1. Number.

A. The officers of the Preschool Board of Directors shall consist of a President, a President Elect, a Secretary and a Treasurer and such assistant officers as the Preschool Board of Directors shall designate. All officers, except the Treasurer, shall be chosen from among the Directors, and any two (2) or more offices may be held by the same person, except the duties of the President and the Secretary shall not be performed by the same person.

B. The officers of the Charter School Board shall be a President, Vice-President, Secretary, Treasurer, and such Assistant officers as may be selected by the Board of Directors.

Section 2. Election and Term of Office.

A. Each officer of the Preschool Board shall be elected annually by the Preschool Board of Directors at its annual meeting and shall hold office for a term of one (1) year and until his successor shall be duly elected and qualified. A Nominating Committee composed of Directors of the Preschool Board may be appointed by the Chairman of the Preschool Board of Directors to accept nominations for officers at the annual meeting of the Preschool Board of Directors. Other nominations may be made at the meeting by one or more directors. The person receiving a majority of the votes cast shall be declared elected.

B. The Board of Directors shall elect the initial officers of the Charter School Board at a duly noticed meeting prior to the beginning of the school year. Thereafter, the Board of Directors of Charter School shall elect the officers annually at the annual meeting of the Charter School Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall serve a two year term unless the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by a simple majority of the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5. President.

A. Subject to the general control of the Preschool Board of Directors, the President shall manage and shall discharge all the affairs and personnel of the corporation outside of the division of the Charter School and shall discharge all of the usual functions of the chief executive officer of a not-for-profit corporation. He shall preside at all meetings of the Preschool members and Directors, not including meetings of Charter School members and directors, and shall have such other powers and duties as this Code of By-Laws or the Preschool Board of Directors may describe.

B. The President of the Charter School Board shall preside at all meetings of the Charter School Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Charter School Board of Directors attending the meeting shall preside. The President shall be an *ex officio* member of all standing committees and may be designated chairperson of those committees by the Charter School Board of Directors. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Charter School Board from time to time.

Section 6. Vice-President.

A. The president Elect shall assist the President and shall assume the duties of the President in the President's absence. The President Elect shall succeed the office of the President.

B. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Charter School Board of Directors.

Section 7. Executive Director/Principal. The Executive Director/Principal shall be the Chief Executive Officer of Charter School and shall be hired by the Charter School Board of Directors. The Executive Director/Principal shall be an *ex officio* member of the Charter School Board and may, by resolution of the Charter School Board, chair any and all meetings in lieu of the President. The Executive Director/Principal shall not be empowered to vote.

Section 8. Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Door Law, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the post office address of each member; and (e) perform all duties incident to the office of Secretary and other duties assigned by the School Administrator or the Board.

Section 9. Treasurer. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the division he represents are properly carried out; and (b) in general perform all of the

duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Directors.

Section 10. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

ARTICLE VI

Contracts, Loans, Checks and Deposits; Special Corporate Acts

Section 1. Contracts. The Charter School Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, including management contracts, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Charter School. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged shall be made by instrument in writing. When the Charter School Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Charter School, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2. Loans. No loans shall be contracted on behalf of the Charter School and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Charter School Board of Directors. Such authority may be general or confined to specific instances. No loan or advance to or overdraft of withdrawal by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of the Charter School, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Charter School or the Preschool, as the case may be, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits. All funds of the Charter School or Montessori School not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Charter School or Preschool Board of Directors may select, provided that such financial institution is eligible to be a depository of surplus public

funds according to the laws of the State of Indiana. The funds of the Preschool School and the Charter School shall not be commingled.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Charter School Board of Directors, any shares or other securities issued by any other corporation and owned or controlled by Charter School may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of Charter School or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by Charter School shall be executed in the name of Charter School by the President, the Secretary or the Treasurer of Charter School without necessity of any authorization by the Charter School Board of Directors, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of Charter School shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by Charter School the same as such shares or other securities might be voted by this Charter School.

Section 6. Contracts Between Charter School and Related Persons. Any contract or other transaction between Charter School and one or more of its Directors, or between Charter School and any firm of which one or more of Charter School's Directors are members or employees, or in which one or more of Charter School's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of Charter School acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

ARTICLE VII

Indemnification

Each person who is or was a member of the Preschool School Board of Directors or the Charter School Board of Directors, or a trustee, director, officer or member of a committee of either School and each person who serves or has served at the request of either School as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the respective School to the fullest extent permitted by the corporation laws of the State of Indiana as they may be in effect from time to time. Each School may purchase and maintain insurance on behalf of any such person against

any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not either School would have power to indemnify such person against such liability under the preceding sentence. Either School may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of such School to the fullest extent provided under the laws of the State of Indiana as they may be in effect from time to time.

ARTICLE VIII

Seal

The Corporation may adopt a corporate seal which shall be circular in form and shall have inscribed thereon the name of the corporation, the word "Indiana" and the word "Seal" through the center.

ARTICLE IX

Amendments

A. These Bylaws as pertaining to the Preschool may be altered, amended or repealed and new Bylaws may be adopted by obtaining the affirmative vote of a majority of the Preschool Board of Directors at any regular or special meeting of that Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings.

B. These Bylaws as pertaining to the Charter School may be altered, amended or repealed and new Bylaws may be adopted by:

1. Obtaining the affirmative vote of a majority of the Charter School Board of Directors at any regular or special meeting of that Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings, and if

2. Notice of proposed amendments to the Bylaws governing the Charter School has been given to the Office of Charter Schools, Ball State University, for final approval before being adopted.

These Bylaws were amended and adopted as and for the Bylaws of an Indiana corporation, by unanimous written consent of the Board of Directors on the _____ day of _____, 2007.

_____

Secretary

Renaissance Academy Charter School
Board of Director's

Policy and Procedure Approval Process

Purpose
In order to conduct an efficient and effective school board meeting; the following procedures will be enacted in the development of new policy and policy revisions.

1. Proposed policies will be presented to each board member for their review no less than three days prior to the board meeting.
2. Discussion about the policy will be held at the board meeting.
3. The proposed policy will be voted on at another, though not necessarily consecutive, board meeting.
4. In the case of an emergency, a new or modified policy may be adopted by a majority of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The school board shall have discretion to determine what constitutes an emergency situation.
5. All agreed upon policy and procedures will be sent by the Executive Committee to The Office of Charter Schools for final approval.

6-1-07

Renaissance Academy Charter School
CONFLICT OF INTEREST POLICY

The proper governance of Renaissance Academy Charter School depends upon the active participation of its Board of Directors (BOD). It is important for the Board of Directors and staff to be aware that the appearance of conflict can be troublesome even though there is in fact no conflict whatsoever. Therefore, the Board President must be fully informed at all times as to events or circumstances which might create the appearance of conflict.

The Board of Directors of Renaissance Academy Charter School is guided by this Conflict of Interest Policy whenever they are carrying out or representing Renaissance Academy Charter School. In this role, each has a duty of loyalty to the Renaissance Academy Charter School. The duty of loyalty generally requires a director to prefer the interests of Renaissance Academy Charter School over the director's interest or the interests of others. In addition, directors of Renaissance Academy Charter School shall avoid acts of self-dealing which may adversely affect the tax-exempt status of Renaissance Academy Charter School or cause there to arise any sanction or penalty by a governmental authority.

Because directors may be involved in other organizations or have an existing or potential ownership or investment interest in, or compensation arrangement with, any entity whose business or operation has been or will be directly affected by a decision or action of the Renaissance Academy Charter School Board:

(1) Each board director shall maintain the highest level of ethical conduct and shall exercise the highest standard of care, diligence and prudence when conducting any activity on behalf of Renaissance Academy Charter School Board.

(2) In the event any board director or member of his or her immediate family has a personal or business interest in, or is involved in any way with, an organization with which the Board is considering a business contract, such interest or involvement shall be disclosed to the board. In such event, the interested director may participate in the initial discussion of the matter. The interested director will be excused from the final discussion and vote.

(3) The minutes of the meeting shall indicate that the interested director disclosed the interest or involvement in the matter being considered by the Board, recuse herself/himself from the discussion, and abstained from voting on the matter.

I HAVE READ AND UNDERSTAND THE FOREGOING CONFLICT OF INTEREST POLICY AND AGREEMENT, I AGREE TO ITS TERMS, AND MY ACTIONS HAVE BEEN AND WILL CONTINUE TO BE GUIDED THEREBY.

Renaissance Academy Charter School Board

_____ _____

Date Director's Name

_____

Executive Director's Signature

Evaluation of a Montessori Classroom

Teacher: _____ Date of Observation: _____

	CLASSROOM ENVIRONMENT	**In Place**	**Working On**	**Not Begun**
1)	The environment is pleasing and inviting.			
2)	The environment is clean, orderly, well organized, and uncluttered.			
3)	The environment promotes independence & meaningful work. There are:			
	a. full set of basic Montessori materials on the shelves			
	b. teacher created Montessori works for current unit studies			
	c. Ongoing projects that students are doing			
	d. Needed supplies are adequately stocked and readily available			
4)	The environment appears to be well taken care of by all.			
5)	The environment promotes a community of learners and positive classroom culture.			
	a. The students interact positively			
	b. The teacher interacts positively with the students			
	c. Students are working collaboratively on projects			
	d. There is a conflict resolution area			
	e. The peace agreement is visible and all students have signed it			
6)	The teacher communicates ground rules effectively.			
7)	There is a daily agenda posted.			
8)	There is evidence of community building activities and teamwork.			
9)	Seating arrangements provide for individual, small group and large group activities			
	SYSTEMS			
	There is evidence of systems for:			
1)	a. Tracking assignments			
2)	b. Homework and student accountability			
3)	c. Lesson planning			
4)	d. Recording lessons given			
5)	e. Communication and implementation of rules - those created by community and those that are school wide			
6)	f. Student use of planners			
8)	g. Care of the environment and chores			
	STUDENTS			
1)	There is evidence of student's work displayed in school.			
2)	Students are engaged primarily in work w/ Montessori materials.			
3)	Students are taking pride in their work, its appearance neat & orderly.			
4)	Students are well mannered.			
5)	Students are making independent work choices.			
6)	Students are evaluating their work and peers' work against a rubric or exemplar.			
7)	Students are working collaboratively.			
8)	Some are working well above grade level with advanced materials.			
	CLASSROOM MANAGEMENT			
1)	The teacher maintains an overview of the room.			
2	Teacher is respectful to students.			
3	The teacher intervenes, redirects and applies consequences with consistency to maintain adherence to classroom rules.			

4	The teacher has developed a consistent and effective method of getting the students attention.			
5	The teacher communicates effectively with the students, encouraging them to take responsibility.			
6)	Teacher's voice and tone are appropriate.			
LESSON PLANNING				
1)	The teacher has coordinated lesson plans with school curriculum.			
2)	The teacher has overall plans for each unit.			
3)	The teacher has weekly lesson plans.			
4)	The teacher has planned for different skill levels.			
5)	The teacher has planned independent and cooperative activities.			
6)	The teacher plans for students' special interests and individual learning styles through individualized learning plans, lessons, and expectations.			
INSTRUCTION				
1)	The program is individualized to each student's needs.			
2)	The teacher teaches mini-lessons to leveled groups with follow-up work.			
3)	Students are engaged in work while teacher is giving a mini-lesson.			
4)	Teacher initiates and gives large group presentations when appropriate.			
5)	Teacher engages students in critical/higher order thinking.			
6)	Teacher gives students timely feedback on work & progress.			
7)	The teacher conferences with students and documents this so that they set their own goals, ways of meeting them and how they will be assessed or assess themselves.			
CURRICULUM				
1)	The school curriculum is being covered on schedule in the classroom			
2)	Students engage in active exploration with hands-on activities through the use of a variety of materials, technology, experiments, specialized equipment, artwork and fieldwork.			
3)	Students develop portfolios of work, including drafts, critiques & finished copies.			
4)	Students engage in on-going research of personal interest and create presentations of research done.			
5)	Students' social development is addressed as an integral part of the program through: daily class meetings			
	Lessons/ discussions of grace & courtesy, social skills			
	small discussion groups,			
	co-operative learning group projects			
	and community service.			
6)	Students are introduced to and encouraged to explore the interconnectedness of ideas and events.			
7)	Students are working with timelines and other 'big picture' learning materials			
TEACHER'S CLASSROOM RESPONSIBILITIES				
1)	The teacher plans in a timely way and presents plans to Head of School			
2)	The teacher assesses student learning and bases instruction on what the children know and need to know.			
3)	There is evidence that parents are being kept informed of a student's intellectual, emotional and social growth.			
4)	There is evidence that the students have a very clear understanding of what is expected on all levels through clarity of communication from the teacher.			

Head of School Evaluation

Based on your direct knowledge or information please rate each performance area following the guidelines on the scale provided. Your comments and feedback are encouraged and you should feel free to add items you feel should be covered. Any ratings with 1 should be explained below.

Exceeded Expectations	4	Performance exceeded the requirements of the job and significant work above and beyond the job responsibilities was performed
Achieved Expectations	3	Performance met job requirements
Needs Improvement	2	Performance met basic job requirements, but improvement is needed
Below Expectation	1	Performance did not meet job requirements, improvement is required

General Communication & Interpersonal Skills with:	EE	AE	NI	BE	NA
Students	4	3	2	1	NA
Staff	4	3	2	1	NA
Parents	4	3	2	1	NA
Board	4	3	2	1	NA

Staff Management	EE	AE	NI	BE	NA
Commitment to professional development	4	3	2	1	NA
Budget Management	4	3	2	1	NA
Encourages participation in meetings and committees	4	3	2	1	NA
Management of meetings: timely and effective	4	3	2	1	NA
Building a cohesive and motivated team	4	3	2	1	NA
Flexible and open to suggestions and input from staff	4	3	2	1	NA

Administrative Tasks and Skills	EE	AE	NI	BE	NA
Organization and preparation	4	3	2	1	NA
Budget Management	4	3	2	1	NA
Participation in meetings and committee work	4	3	2	1	NA
Flexible and open to suggestions and input from Board	4	3	2	1	NA

General School Management	EE	AE	NI	BE	NA
School is generally in good order	4	3	2	1	NA
Models the Mission and Vision of the School	4	3	2	1	NA
Demonstrates a proactive vision for the School's future	4	3	2	1	NA
Has sufficient knowledge required for the position	4	3	2	1	NA
Has accomplished goals set in prior year's evaluation	4	3	2	1	NA

Comments (used additional paper or the back of the page as needed)

Math K

Lesson Title: Sets Basket

Grade Level: Kindergarten

Indiana Academic Standard: Number sense K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10).

Goal (s): To gain understanding of the concept of sets and quantities.

Learning Objective: The child will be able to sort objects and match printed numbers to set.

Materials: Set of numeral cards 1-10 in a box; 10 sets of objects: one object in the first set, two in the second set, and so on up to ten in the tenth set; basket for the sets; tray.

Prerequisite: Prior experience with printed numerals 1-10, or sorting/matching activities.

Procedure for teaching:

1. "This lesson is called 'The Sets Basket.'"
2. Place basket containing sets in lower right hand corner of rug.
3. Remove an object from the basket and place it in the top left-hand corner of the rug.
4. Remove a second object from the basket. If it matches the first, place in a column under the first. If it does not match, place next to the first, forming the top of a new column to the right of the first.
5. Continue removing and matching objects until basket is empty.
6. Show basket.
7. Remove the numeral cards one at a time from their box and, beginning at bottom left, Place in a row from left to right.
8. Say, "I'm going to turn the numerals so I can read them." Turn any numerals that are backwards or upside down so they can be read.
9. Point to the first column of objects at top left and say, "How many are there in the first set?"
10. Child counts the objects. Ask child to find the numeral that matches the number of objects. Place the numeral under the first set.
11. Continue with the set to the right until all sets are matched with numerals.
12. When finished, put numerals away first, starting with #1 and placing it in the front of the numeral box, continuing with the numerals in sequence, placing each behind the last in the box.
13. Place objects back in the basket, taking care to randomize them.

Accommodations: The child is invited to repeat lesson as much as needed.

Assessment: Child is able to self-correct when numerals or objects are left over. Ask the child questions about the sorted sets. "How many shells did you have?" "What objects were in your set?"

Extensions: Add marked tray, such as for unifix cubes.

Language Arts K -

Lesson Title: Rhyming

Grade Level: Kindergarten

Indiana Academic Standard: Kindergarten Reading Standard. K.1.10 Say rhyming words in response to oral prompt.

Goal(s) :

- To prepare indirectly for reading and spelling
- Increase awareness of the sounds of words.

Learning objective: Understand the idea of rhyming words.

Materials:

- 12 to 16 small objects that can be paired because their names rhyme
- A chart with a different pair of like colored squares for each pair of objects
- A basket for the objects
- A tray to hold the chart and basket of objects

Prerequisite knowledge: experience with rhyming songs or poetry

Procedure for teaching:

1. Invite the child to do the exercise.
2. Obtain the material from the shelf.
3. Place the material on an appropriate work space.
4. Be seated with the child on your sub-dominate side.
5. Remove the basket and chart from the tray.
6. Place the tray in the lower right corner of the work area.
7. Place the chart in the center of the work area.
8. Place the basket of objects in the lower center of the work area.
9. Remove the objects one at a time from the basket, carefully pronouncing the name you do so.
10. Line the objects up at the bottom of the work space from left to right.
11. Select the first object and say its name.
12. Search for the rhyming mate by saying the name of each object and repeating the name of the first object.
13. When a rhyming mate is found, place it opposite the first object in the corresponding chart section.
14. Continue until all of the rhyming objects are matched.
15. Repeat the names of each rhyming pair.
16. Remove the objects from the chart and place them in the basket
17. Invite the child to repeat the work.
18. Replace the work on the shelf.
19. Remind the child he can choose this work any time.

Accommodations: Children that need to or want to repeat the lesson to gain better understanding are reminded they may choose the lesson again.

Assessment: Teacher will give the first presentation and observes any future lesson a child might choose.

Extensions:

Group oral game: Label and verbally illustrate the concept of rhyming words. Invite the children to form rhyming word pairs or add to a verbal list of words that rhyme. A "pairs" game can be conducted with the teacher giving the first word. The first child to provide a rhyming word then gives another word and recognizes volunteers until someone makes a rhyme. That child gives the next word, and so on. If the group gets "stuck" and a thesaurus of rhyming words is available, the teacher can introduce it as a resource at this time. This game should be reserved for the older children who have expressed interest in rhyming words.

Science K

Lesson Title: Mystery Bag

Grade Level: Kindergarten

Indiana Academic Standard: Kindergarten Science Standard 3. The Physical Setting. K. 3.1 Describe objects in terms of the materials they are made of, such as clay, cloth, paper, etc.

Goal (s): Children begin to investigate things and ask questions.

Learning objective (s): Learning about the material world through development of tactile sensitivity.

Materials: A bag with a drawstring or elasticized closure. Objects which are familiar to children and which vary enough to be distinguishable by touching.

Prerequisite: None

Procedure for Teaching:

1. Check the materials for location, completeness, and orderliness.
2. Invite the child to observe the lesson.
3. Introduce the materials to the child.
4. Obtain a rug of appropriate size and model carrying and unrolling the rug.
5. Remove the "Mystery Bag" from the shelf.
6. To carry the bag, hold it close to your body.
7. Place the "Mystery Bag" directly in front of you on the rug.
8. Sit in a comfortable cross-legged position.
9. Invite the child to sit on your subdominant side.
10. Open the bag and using both hands, feel one of the objects. Describe the objects' attributes before removing the object from the bag.
11. Out loud, guess what the object might be.
12. Remove the object from the bag and place it in the upper left hand corner of the rug.
13. Repeat steps 6-8 with a second object.
14. Place the bag in front of the child and ask them if they would like a turn to make a guess.
15. Continue this process of taking turns until all of the objects have been laid out left to right in a horizontal row along the top of the rug.
16. Beginning with the object in the upper left hand corner of the rug, place the objects into the bag.
17. Demonstrate carrying the "Mystery Bag" and return it to the shelf.
18. While modeling rolling and carrying a rug, return the rug to its' proper classroom location.

19. Remove a rug from the rug container and return to the shelf. Reintroduce the materials to the child and invite the child to repeat the lesson.
20. Remain nearby to observe the child's interpretation of the lesson.

Accommodations: Child is invited to repeat lesson as needed.

Assessment: The teacher is working with the child during initial lesson. The teacher can later observe the child repeating the lesson with other children.

Extensions:

1. Changing the objects to keep interest.
2. Changing the objects to alter the degree of difficulty.
3. Having groups of things that can be classified.
4. Having more than one of each object to then be matched.

Social Studies K

Lesson Title: Sandpaper Globe and Color globe.

Grade Level: Kindergarten

Indiana Academic Standard: Kindergarten Social Studies Standard 3 The world in spatial terms K.3.2. Identify maps and globes as ways of representing Earth and identify map symbols for land and water.

Goal (s): Students learn that maps and globes are different ways of representing Earth's surface.

Learning Objective (s): Students begin to explore geographic characteristics and identify continents and oceans.

Materials:

- A globe with the continents in sandpaper and the water areas in blue paint. (Contrast of smooth and rough).

- A globe with the continents in colors (to match the wooden puzzle map of the hemisphere), and the water areas in blue.

Prerequisite: None

Procedure for Teaching:

1. Invite the child to do the exercise.
2. Show the child how to carry the globe with both hands.
3. Introduce the child to the sandpaper globe sensorial, feeling the difference in the sandpaper surface and the painted surface.
4. Using the three-period lesson present the land and water, "This is land, this is water, show me the water." Continue.
5. The colored globe may be presented in the same manner.
6. First use the terms, land and water, then when understood, use the terms, continent and ocean. Later use the name of the ocean and the name of the continent. Use the three-period lesson.
7. Relate the globe to the hemisphere map.
8. Introduce the water and land on the map.

9. Next show the land and water on the globe. Use the same language for both. Show the similarity between the colored globe and the map.
10. Use no language at the beginning, indicate the shapes and colors. Use the language, land and water, then continent and ocean, then the names of the continents and the oceans.

Accommodation: Child may repeat lesson as needed to gain understanding

Assessment: Initial lesson is done with teacher.

Extensions: Introduction of continents and oceans names and placement. Puzzle map with labels or control map.

Mathematics 1 –

Lesson Title: The Hundred Board

Grade Level: First Grade

Indiana Academic Standard: First Grade Standard , Number Sense 1.1.1 Count, read, and write whole numbers up to 100.

Goal (s): Recognition of symbols (numerals) 1-100. Continued refinement of the understanding of the sequence (ordering) of numerals.

Learning objective (s): Further development of the mathematical mind through ordering and recording (writing) whole numbers.

Materials: A sequence board with small moveable tiles 1-100 (Montessori material - Hundred board)

Prerequisite: Child has worked with numerals 1-100, teens and tens boards, decimal system, and linear counting.

Procedure for Teaching:

1. "This activity is called the hundred board".
2. Take out the first group of tiles (1-10) and lay them out on your rug in a row below the box of tiles. The tiles should be in random order.
3. Point to the one on the board "This says one. I'm looking for the one.". Slide finger below the tiles and find the tile with the numeral one. Match the numeral one to one on the board.
4. "What comes after one? Can you find the two?" Place the two on the board next to the one.
5. "What comes after two? Can you find the three?" Place the three on the board next to the two.
6. "Can you order the rest of the tiles?" Let child place the tiles on the board.
7. "Now get out the next set of numeral tiles and make a row again."
8. "What comes after ten?" Have child place eleven on the hundred board.
9. "Can you order the rest of the tiles?" Let child do the row by herself.
10. "Can you get out the next row and order it?" Have child do the next row herself.
11. "Now, I will leave you to your work. You can come and get me if you want when you finish."
12. When finished, return the bottom tiles first in random order into the last holder in the box and continue putting the tiles away.

13. “I want to show you a special way I put the tiles away, so they don’t get mixed up.” Spread fingers across bottom row of tiles and pull towards you to separate them from the other rows.
14. Return the materials to the math shelf.

Accommodations: Child is allowed to repeat lesson as needed.

Assessment: Do the children recognize the patterns the numbers make when they are in the correct order? This can be used as a visual control of error for the child to self correct.

Extensions: Continue with discussions of patterns. Have child find one more than, one less than, ten more than, ten less than, etc. Use the boards for skip counting (counting by 2’s, 5’s, 10’s, and so on). Can launch Number Roll work.

Language Arts 1 -

Lesson Title: The Composition of Words

Grade Level: First Grade

Indiana Academic Standard: First Grade Language Standard 6 Spelling 1.6.8. Spell correctly three and four letter words (can, will) and grade level appropriate sight words (red, fish)

Goals:
-To bring to the child’s consciousness the idea that words consist of sounds.
-To begin the process of composing words.
-To build words based on their phonetic composition as a preparation for writing, reading and spelling.

Learning Objectives:
-To satisfy the child’s mental receptivity toward words and word building.
-To facilitate the development of independence as it relates to literacy.

Materials:
- The large cut-out moveable alphabet
- A mat designed with horizontal lines and a wide space to accommodate the size and characteristics of the letters - tall letters which extend above the middle space and those with “tails” which lay below the middle space.

Prerequisite: Phonetic recognition of most of the consonant and vowel sounds, practice with beginning, ending, and middle sounds. Experience blending consonants and vowels, such as “ca”, “ma”, “tu”, etc., familiarity with the large moveable alphabet box.

Procedure for teaching:
1. Invite a child to the lesson. Prepare mat or mats large enough to define the work space.
2. Spread the lined mat on the prepared work space.
3. Demonstrate carrying the moveable alphabet; place it on the work space.
4. Remove the lid and place it beside the box. Remove the tray, place in the lid.
5. The teacher asks what is familiar about the box, its contents and the compartments in which the letters are kept. Together the teacher and the child (ren) talk about familiar sounds. The teacher clearly enunciates each sound discussed.
6. The teacher tells the child (ren), “We can make words with these sounds. Let’s make the

word c u p," enunciating the word clearly.
7. Placing "c" correctly on the rug, the teacher asks, "can you hear some other sounds in c u p?"
8. The children respond "c" and together they find "c" in the box.
9. Placing "c" correctly on the rug, the teacher asks, "Can you hear some other sounds in
10. c u p ?"
11. The children will probably mention "p" next. "Will you find "p" in the box?"
12. A child fins it and the teacher inconspicuously indicates where it is to be placed on the rug, leaving space for "u".
13. "There's another sound between the "c" and the "p". Slowly and clearly the teacher
14. re-pronounces the word, emphasizing "u". Inconspicuously pointing to "c" and "p", the teacher asks, "Can you hear the sound between "c" and "p"? The teacher may need to repeat c u p slowly and distinctly until the child hears "u", and takes it from the box.
15. The teacher indicates in an inconspicuous way where to place the letter.
16. Pointing slowly from left to right, the teacher says, "We formed the word c u p".

Accommodation: Child may repeat the lesson as needed.

Assessment: Teachers need to avoid deflating children's interest by correcting their early efforts at the composition of words. We must use the child's interest as a guide, avoiding interference. We must trust that the child's skills will grow with practice. However, if an early effort suggests serious misunderstanding of the activity, the lesson may be represented early the next day before the child selects it. If over a period of time, however, the problem seems to lie in consistent, incorrect choices of the same sound, the teacher may suggest that she would like to work with the child "some more" with this particular sound. The teacher represents the sound using the sandpaper letters and the sand tray.

Extensions: non-Phonetic uses of the moveable alphabet
1. Favorite words - Categories: Fruits, transportation, colors, etc.
2. Messages - To encourage children to express their thoughts in writing - to encourage success in communication - uses of invented spelling

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Science 1

Lesson Title: Shell Classification

Grade Level: First Grade

Indiana Academic Standard: First Grade Standard 4 Diversity of life 1.4.2. Observe and describe that there can be differences, such as size or markings, among the individuals within one kind of plant or animal group.

Goal (s): To add child in development of visual discrimination and ability to perceive common characteristics in objects not exactly identical.

Learning objective (s): Matching different types of shells

Materials:
- Set of cards, a different type of seashell glued to each one, and the name of that type printed underneath.
- A basket containing loose shells, one of each type on the card.

Prerequisite: None

Procedure for teaching:
1. Child places all cards in front of him in a vertical row and matches loose
2. Teacher or another student familiar with the work names each type, want that to happen.

Accommodations: Child is invited to repeat lesson as needed.

Assessment: Observe child's ability to present lesson to other children.

Extensions: Identify pictures or sketches of these types of shells in a book.

Social Studies 1

Lesson Title: Teaching Grace and Courtesy - Conflict Resolution, Peace Bear

Grade level: First Grade

Indiana Academic Standard: First Grade Standard 5 Individuals, Society, and Culture 1.5.3. Give examples of how people show concern, respect each other, behave responsibly in a group and resolve differences peacefully. 1.5.4. Demonstrates the importance of treating others as they would wish to be treated and practice ways of resolving differences peacefully.

Goal (s): Social awareness

Learning Objectives: To teach grace, courtesy, and other social skills needed to function within society.

Materials:
- Peace Bear
- Chart of Steps of Conflict Resolution

Prerequisite: None

Procedure for Teaching:
1. Introduce the Chart of Conflict Resolution and the Peace Bear.
2. Read through the steps of conflict resolution.
3. Explain that only the person holding the Peace Bear can talk.
4. Invite some of the children to demonstrate, following the steps of conflict resolution, passing the Peace Bear back and forth as each person takes turns talking.
5. If the demonstration given by the last child is at an acceptable level, give a summation.
6. For example, "Now when you would like to work out a conflict, you will know how
7. to do it."
8. Close with a transitional exercise.
9. Invite each child to return to work.
10. Return all materials to their place.

Accommodations: Child is invited to repeat lesson as needed.

Assessment: Observe child's ability to role model lesson to other children.

Mathematics 2 –

LESSON TITLE: G B Division

Lesson Title: Introductory Presentation of Golden Bead Division Using a One-Digit Divisor

Grade Level: Second Grade

Indiana Academic Standard: **Fourth Grade Mathematics Standard 2 Computation 4.2.3 Represent as division any situation involving the sharing of objects or the number of groups of shared objects.**

Goal(s): To use manipulatives to engage children in distributive division

Learning Objective(s): By distributing quantity into equal parts, the child is exposed through an active process to the distributive theory of division.

Materials/Resources: golden bead materials, one set of small decimal cards from 1 to 3000 and one set of decimal cards from 1 to 9000, carrying trays, division symbols

Prerequisite Knowledge: Children will identify and understand numbers to 9000 through combined practice of decimal cards and golden beads. Children will have experienced manipulating the golden beads in past lessons for addition, subtraction, and multiplication. They are experienced at exchanging one thousand for ten hundreds, one hundred for ten tens, and one ten for ten units/ones.

Procedure for Teaching:

1. Invite three children to a lesson rug to participate in this activity.

2. Bring the large decimal cards and the corresponding quantity of golden beads to the rug. (The introductory lesson equation is 4,639 divided by 3.)

3. Place the quantity of golden beads on the rug and the large cards to the left of it. Tell the children that you are going to divide the quantity/dividend among the three of them. They are the 'divisor'. Ask each of them to bring an empty tray.

4. Start distributing the quantity/dividend to each child, beginning with the four thousands. Each child receives one [thousand]. Explain to the children that the remaining thousand may not be given to any child since all must receive the same. Have one child exchange their respective thousand for ten hundreds.

5. Distribute the hundreds to each child. They will receive five hundreds and one will be left. Ask a child to exchange it for ten tens.

6. Give out the tens and units in the same way, exchanging when necessary. Finally, there is one unit left. This cannot be exchanged for a smaller golden bead quantity, so it will be a remainder.

7. Ask each child to go get the small decimal cards to show how much he/she had received. When all children return, they will note that each has the same.

8. Show them the division symbol and the small unit numeral three. Place this next to the large decimal number. Invite one child to place his answer/quotient after the equal symbol.

9. Show them how to record their equation. Finally, point to the unit bead left on the rug. Show them how to record this remaining unit in their answers.

Accommodations: Children who may have special needs might not be able to grasp the concept of distributive theory when starting with a dividend in the thousands. When this is the case, start small with the entire group, all children will benefit.

It is also important to children with special needs that we define division as being characterized by quantity being separated into equal parts any given number of times. In subtraction we separate quantity into two parts, but the two parts do not have to be equal. Also in subtraction the quantity taken away may be smaller than or equal to the original quantity, but it may never be greater than it. In addition we join quantities, but the quantities do not have to be equal. To make division clearer to all types of children, it is presented to the child through this active process with golden bead materials. The equation and emphasis are what need to remain flexible for the different learning capabilities.

Assessment: Following lesson completion, children are encouraged to try golden bead division within their small group. The teacher should observe from a distance to see if the children have a grasp of the appropriate procedure for and understanding of distributive division.

Extensions: Children may want to work independently with distributive division. The teacher should provide tally markers to designate the place for each quantity. Children may also create story problems for division, making each unit in the divisor a "Greedy Goblin," group of friends, siblings, etc. Many story problems lend themselves to practical life and division's relativity to family fairness and sharing.

Language Arts 2 –

LESSON TITLE: Word Study: One-to-Many

Grade Level: Second Grade

Indiana Academic Standard: **Second Grade English/Language Arts Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development 2.1.5 Identify and correctly use regular plural words (*mountain/mountains*) and irregular words (*child/children, mouse/mice*).**

Goal(s): To use manipulatives to help children make the correct association between words and suffixes

Learning Objective(s): The child will be able to identify the root word and the appropriate suffix to use at the end.

Materials/Resources: container of suffixes printed in red, strips of paper

Prerequisite Knowledge: Children will have had an introduction to all suffixes along with having experience with counting syllables, compound words, and extensive vocabulary to ensure having more choices of words that can be used to express their thoughts and ideas.

Procedure for Teaching:

1. Bring a container with suffixes in it to the rug. Review with the children the meaning of a suffix. Ask them to tell you some of the suffixes they now know.

2. Remove the red suffixes "s" and "es" from the container and place them at the top of the rug.

3. Point to the suffix "s" first and ask them to name a thing they can spell. Have the child write the word on a scrap of paper. Move the "s" next to it and read the word again with the "s" - "dogs."

4. Have each child take a strip of cut paper and write things they can spell. Place the words top to bottom on the left-hand side of the rug. Pick up the red "s" and move it down the words as you read them.

5. If no child has written a word that uses the suffix “es,” you write one - “fox.” Point to the ending letter “x” and say, “When a word ends in x, s ,sh, and a few other letters, we need to add the suffix “es” instead of just “s” to form plurals.”

6. Have the children write words that end in x, s, and sh. Place this list of words top to bottom in a second row and move the red “es” down as you read the list with the children.

7. Formulate a simple spelling rule for using the “s” and “es” suffixes before putting the work away. Have the children spell one word for each suffix before returning to their work.

Accommodations: Children who may have special needs might not be able to create their own words in step 3 of this lesson. Have a basket of prepared words that these children may trace over when they choose to do this work independently. Also document the simple spelling rule for “s” and “es” and keep it near the work for the children to review.

Assessment: The teacher should walk around observing the children as they engage in this suffix work. The teacher should take notes being mindful of the children’s accuracy in following the rule. Is the child using the rule or is the child guessing according to how the word sounds? The latter is a useful tool, however the rule is the primary focus of this lesson.

Extensions: Children may create suffix charts. Children will use their prior knowledge to list regular/irregular plural words. These words can be incorporated into the spelling program. Children might engage in research exercise (dictionary) to help commit new words to memory. Offer children a list of all suffixes and challenge them to create as many words as possible using the list (timed or untimed).

Science 2 –

LESSON TITLE: Parts of a Leaf

Grade Level: Second Grade

Indiana Academic Standard: **Second Grade Science Standard 2 Scientific Thinking 2.2.5 Draw pictures and write brief descriptions that correctly portray key features of an object.**

Goal(s): To use an exercise in nomenclature to help children understand concepts, to help them express themselves better, and to increase their vocabulary

Learning Objective(s): The child will be able to identify and understand the different nomenclature for specimens related to botany and zoology.

Materials/Resources: Leaves collected from outdoor environment, prepared labels, three part cards with pictures, labels, and definitions, wall chart, booklet

Prerequisite Knowledge: Children will have previously studied parts of the plant, the root, and the stem. By moving from the larger object (the plant) down to the smaller parts (the leaf, then the flower, fruit, and seed), the children are able to conceptualize and understand the world as a whole, interrelated unit.

Procedure for Teaching:

<u>Real Specimen</u>:

1. Show the real specimen of the leaf to the children and have them observe the different parts.

2. Discuss the function of each of the leaf parts: leaf, veins, margin, blade, petiole, stipules, and apex.

3. Study the wall chart and then match the loose labels on the mat to the real leaf.

4. Mix the labels and see if the children can randomly select a label, read it, and then match it to the corresponding leaf part.

Three Part Cards:

1. Ask the children to lay out the picture cards.

2. Have them select a label and match it to its corresponding part.

3. Turn the definition cars upside down. Ask the children to take turns selecting a definition, reading it, and then matching it to a picture.

Accommodations: Children who may have special needs might not be able to read the definition cards and should be paired with another child with age appropriate reading skills. These children may also benefit from pre-written labels and definitions that instead of writing via transfer, they are able to successfully trace over the prepared papers.

Assessment: The children are encouraged to try the three part cards independently or in a smaller group. The teacher should observe from a distance to see if the children have a grasp on the different parts and are able to verbally explain those parts.

Extensions: Children may compare different shapes and sizes of leaves and find a specific label on the many leaf samples. Children might want to do leaf rubbings. The teacher can take the children on a field trip to find leaves. Have them press the leaves in a book and later, label the parts of one of those leaves, and laminate it as their very own specimen.

Social Studies 2 –

LESSON TITLE American Heritage Themes

Grade Level: Second Grade

Indiana Academic Standard: **Second Grade Social Studies Standard 2 Civics and Government 2.2.1 Discuss the rights and responsibilities of citizens in the school and the community.**

Goal(s): To help children develop the meaning of four themes: freedom, unity, progress, and responsibility. Children will analyze and discuss the quotations related to the themes, form four separate groups, and develop an illustration of the meaning one of these themes

Learning Objective(s): Children will be able to define freedom, unity, progress, and responsibility in American History

Materials/Resources: American Heritage Theme Handouts, Loyalty Day Proclamations, art supplies

Prerequisite Knowledge: Children will have experience with working in their immediate community in order to ensure its proper functioning. Children have been exposed to the four themes prior and have a general understanding of their significance.

Procedure for Teaching:

1. Have groups of children list the jobs of four family members and describe how each of those jobs impacts one of the four themes in their immediate household.

2. Discuss.

3. Introduce the concept of freedom, unity, progress, and responsibility as important/fundamental not only in their homes, but also in their country.

3. Ask each child to create a poster to illustrate one of the four themes. Group all of the posters of the same theme and have the students who created the posters unify their ideas to create a single poster. Display the posters around the school and area businesses.

4. Remind the children that freedom, unity, progress, and responsibility are themes from American history that are still important to Americans today.

Accommodations: Children who may have special needs might need blank outlines, KNL sheets, Venn Diagrams, or a specifically assigned partner to assist in carrying out this lesson independently. The underlying theme of pride and independence needs to be the focus. Take all steps to make this a successful and fun learning experience.

Assessment: Children will write a brief composition explaining the importance of freedom, unity, progress, and responsibility to Americans in the twenty-first century. The teacher should take note of why children think it is personally important to them to learn about America.

LESSON Mathematics 3 –

Lesson Title: Equivalent Fractions

Grade Level: Third Grade

Indiana Academic Standard: **Third Grade Mathematics Standard 1 Number Sense 3.1.8 Show equivalent fractions using equal parts.**

Goal(s): To use manipulatives to engage children in identifying equivalent fractions

Learning Objective(s): The child will be able to identify equivalent fractions relative to the same space occupied by the different fractional parts.

Materials/Resources: The series ten circles divided into fractional parts

Prerequisite Knowledge: Children will have experience with fractions such as one whole, halves, thirds, fourths, eighths, tenths, and sixteenths. Children will identify and understand the concept and placement of the numerator and denominator.

Procedure for Teaching:

1. Remove the whole circle from its frame. Take the two halves and place them in the frame of the whole circle. This demonstrates the fact that the halves occupy the same space as the whole circle. Return the halves to their frame.

2. Take the thirds and place them in the frame of the whole circle. Do the same with all the fractions to show that all occupy the same space as the whole. The fractions that occupy the same space are equivalent but not equal. Explain to the children that when figures are not equal to another figure, but can occupy the same space as that figure, they are said to be equivalent. The word equivalent comes from the Latin “sequus,” same, and “valere,” meaning value.

3. Finally explore other equivalences with the children. Remove one half, and tell the children that you want to see which fractions can occupy the space of one half. Try the thirds. It is not possible to fill the space of one half with thirds. Try fourths. Two will occupy the space. Then try fifths. They cannot occupy the space of one half. Three sixths will work. Sevenths will not. Four eighths will fit the space. Ninths will not fit. Five tenths will.

Accommodations: Children who may have special needs might need a clearly defined difference between fractions that are equivalent, equal, and/or similar. Following Step Two in the procedure above, the teacher may elaborate after placing each set of fractions into the

whole circle by explaining that we do not say that these fractions are equal to the whole. Another whole would occupy the same space and be equal. Two figures are equal when they are exactly alike and occupy the same space. An example of this is when we can superimpose two halves on one another and show that they are exactly the same in form and size; therefore, they are equal. This is an important point, not only to those who may have special needs, but to all types of children because they will need to know the terms equivalent, similar, and equal as they do further work in geometry and mathematics.

Assessment: Following lesson completion, children are encouraged to engage in the study and comparison of equivalent fractions. The teacher should observe the children's methods, accuracy, and insight while taking appropriate notation.

Extensions: The children can draw various fractional equivalences, or cut and paste them. He then records in symbols what he has done. The teacher may also prepare command cards to guide children's investigation of fractional equivalences. Ex. "Look for fractions equivalent to 1/3."

Language Arts 3 –

LESSON TITLE: Syllabication

Grade Level: Third Grade

Indiana Academic Standard: **Third Grade English/Language Arts Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development 3.1.2 Read words with several syllables.**

Goal(s): To solidify syllabication and to offer a useful tool for spelling and general vocabulary

Learning Objective(s): The child will be able to identify how many syllables are contained in a word. The child will also be capable of reading words with several syllables.

Materials/Resources: dry erase board, prepared packets of multiple syllable words, dictionary

Prerequisite Knowledge: Children will have experience with "clapping out" syllables, alphabetizing, prefixes, and suffixes.

Procedure for Teaching:

1. Tell the children that there are certain rules we must remember when we divide words into syllables. The main rule is that every syllable must have a vowel. If we say words clearly, we can hear the distinct parts.

2. Write a few words on a dry erase board and have them clap out the syllables (because, stamp, tricycle, piano, mushroom, puddle).

3. Explain the rules for dividing each word above. Children need to be exposed to these rules that can be found in "Voyages in English" and most "Language Arts texts."

4. Write the words on the dry erase board and have children indicate the proper place to divide each by drawing vertical lines between syllables. Next, show and explain the hyphen mark that they should use whenever they divide a word on their papers.

5. Point out several prepared packets of words on the language shelf that they can select and write using the hyphen marks.

6. Now, bring a dictionary to the rug and review with the children its use. We can use the dictionary to look up the correct spelling, the pronunciation, definition of, and now, syllabication of words.

7. Choose a word to reference and point out the syllabication and pronunciation key in the dictionary.

Accommodations: Children who may have special needs might not be able to use a dictionary to aid them in pronouncing words with several syllables. Offer those children a prepared addition that may be the "a's" alone. Also provide words that begin with "a" that have several syllables. All children may benefit from a chart/key that lists the rules necessary in dividing/hyphenating multiple syllable words (Ex. "Divide before a single, middle consonant.").

Assessment: Following lesson completion, children are encouraged to work with syllabication and the dictionary independently. Be sure that they are dividing words in the appropriate places, using the reference guides correctly, and spelling the words in a way that displays an understanding of the basic elements of a word and its makeup.

Extensions: (1) Homework assignments can include looking up words for a given number of syllables in newspapers or magazines. (2) Command cards that lead the children to find and syllabicate words from a specific cultural area. (3) Turn up a heading card indicating a number of syllables and then say a curricular area. Children must recall vocabulary from that area and then say a word. (4) Children like to play a game where they say, "I'm in Geography and I want a four syllable word." A child could respond, "Bolivia."

Science 3 –

LESSON TITLE: Stratification of Rocks: The formation of a basin by sedimentation.

Grade Level: Third Grade

Indiana Academic Standard: **Third Grade Science Standard 1 The Nature of Science and Technology 3.1.2 Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.**

Goal(s): To teach children the methods of scientific investigation through hands-on activities that they may complete independently

Learning Objective(s): The child will be able to gather materials, formulate a hypothesis, follow procedure, and record observations in a process that defines the scientific method.

Materials/Resources: gray plasticine - about 2 kilograms, brick colored plasticine, 1/2kilogram of wax ("Pongo") for modeling, 1 cake of each of the following colors: yellow, black, white, green. A circular disc of cardboard with the diameter of about 30 centimeters, flat soup plate, oiled paper, knife, rolling pin (short and thick, if possible), centimeter ruler, pencil, scissors

Prerequisite Knowledge: The children will have experience in completing past experiments and will understand the uses of, and the necessary safety required for, all investigations.

Procedure for Teaching:

<u>Commands</u>:

1. The teacher has worked the gray plasticine, forming a ring, and placed it around the plate. Of the same grey plasticine, she prepared a circular sheet as big as a plate, with which she has covered the bottom of the same plate, obtaining a low and wide cylinder that has been completed by filling exactly the empty space. She has turned the cylinder upside down and placed it on the tray, which has already been covered with oiled paper. Finally, she has removed the plate, obtaining a concave vessel called a "basin."

2. The successive phases of construction of the basin represent the stratification that is the successive deposit of sediments in a basin. The teacher, with the yellow "Pongo" (which has

been put to soften in a warm place using a rolling pin) has prepared a circular sheet (diameter of about 24 centimeters) with a thickness of a little more than 1/2centimeter. She has then placed the sheet on the basin. Pressing and removing excess in appropriate areas, she has made this first strata adhere to the entire basin. The basin in this way, has changed color: we can recognize the gray rim.

3. The teacher has repeated the preceding process, working successfully with "Pongo" black, white, and green, ending finally with a circle of brick-colored plasticine. The 4 sheets prepared have a diameter that decreases by about one centimeter; so that the brick-colored sheet, the last of the series, has a diameter of about 20 centimeters.

Observe and Answer:

Ask the children:

1. Which color of material is placed first, and which was placed last? List the strata in the order in which they were placed on the bottom of the basin.

2. Among the concentric rings which constitute the sedimentary basin, which are the oldest? Which are in the center?

3. Using the same colors as in the experiment, draw the section of the sedimentary basin and write your observations.

Accommodations: Children who may have special needs might need the needed portions of clay measured and flattened prior to their doing this experiment independently. These children may also benefit from a command card that tells, in detail, precisely the steps to take to reach the desired result. An illustration of the final product may be helpful to all children.

Assessment: Following lesson completion, children are encouraged to try this experiment within a small group. The teacher should observe from a distance to see if the children have a grasp of the appropriate procedure for this investigation. The children also need to comprehend the scientific use for this experiment and should be able to explain what they are observing as happening.

Extensions: (1) Children may want to do further work concerning the difference of position of the concentric rings between a sedimentary basin and a plateau. (2) Suggest they compare the drawing of exercise number 3 with that corresponding to the relative command illustrating the wearing away of sedimentary stratifications on a mountain. They should record their observations, basing them on the position of the strata of the same color. (3) With a black pencil, children should draw on a sheet of paper a large *S* (capital manuscript letter). From the same point, trace with a different color, another *S*, parallel to the first. Now turn the paper, so that you see the *S* horizontally. On the left, children will notice a sedimentary basin and a mountain on the right. Children should then fold and cut the paper into two parts, exactly where the basin and the mountain are joined. They should record their observations basing them on the colors.

Social Studies 3 –

LESSON TITLE The Pledge of Allegiance

Grade Level: Third Grade

Indiana Academic Standard: **Third Grade Social Studies Standard 2 Civics and Government 3.2.6 Discuss and explain the meaning of the Pledge of Allegiance. Explain other ways citizens can affirm their citizenship.**

Goal(s): To introduce children to the Pledge of Allegiance and to help them memorize it. The students will explain the words of the pledge in the Federal Flag Code

Learning Objective(s): The child will recite the Pledge of Allegiance. Children will identify the Pledge as a symbol of unity and explain the ideas expressed in it. Children will gain an understanding that the pledge is one way a citizen is able to make a public commitment to the ideas expressed in the pledge.

Materials/Resources: history of the Pledge of Allegiance, copy of the pledge to identify words and synonyms, pledge of allegiance puzzles, United States Flag, dictionary

Prerequisite Knowledge: Children will have a basic understanding of the flag and its representation. Children will have studied the Founding Fathers and their effect on the United States.

Procedure for Teaching:

1. Discuss how one should stand when reciting the Pledge. Have all children stand facing the flag, with their right hands over their hearts. Have them discuss and demonstrate the things one should not do while reciting the Pledge.

2. Read the History of the Pledge with the children and ask them to circle important words and use the dictionary to find their definitions.

3. Enlarge the Pledge and have children from around the room read it. Give the children copies of the handout with the text of the Pledge. Instruct the class to read the Pledge twice and try to memorize it.

4. Explain to the children that saying the Pledge is an important way for Americans to show respect for the flag and the United States and to remember the importance and strength of Unity. When we say the Pledge, we are reminded of important things about our country and are expressing our love for our country and our commitment to its ideals.

Accommodations: Children who may have special needs might not be able to read or may not feel comfortable reading aloud. The idea of having children from around the room read the Pledge out loud lends understanding and assistance to these types of children. Always pair children with special needs with children who are knowledgeable in their core/prerequisite knowledge of the subject.

Assessment: The teacher should walk around with a clipboard and write notes as they watch the children complete the suggested assignment. Be sure the children show respect and an appropriate level of honor and commitment to the task at hand. It is important for the seriousness of our pledge to our country is conveyed and honored by our youth.

Extensions: (1)Cut the Pledge into words and store in baggies, Give students the word puzzle for the Pledge. Have children reassemble the puzzle and read the Pledge together again. (2)Replace the underlined words in the Pledge with synonyms. Does the Pledge's meaning change with these synonyms? (3)Have children remove one or two words from the puzzle and hide the removed words. Have the children read the Pledge with the words missing. Repeat this process until children can recite the Pledge with most or all the words missing. Children may continue this process over a series of days until they have memorized the Pledge. This activity can also be used as a review as needed.

Mathematics 4 –

LESSON TITLE: Multiplication Snake Game

Grade Level: Fourth Grade

Indiana Academic Standard: **Fourth Grade Mathematics Standard 2 Computation 4.2.2 Represent as multiplication any situation as repeated addition.**

Goal(s): To engage children in an activity where they are able to check unknown multiplication facts using addition, while enjoying the manipulative game exercise

Learning Objective(s): Via the use of manipulatives the child will be able to calculate basic multiplication facts thereby resulting in the abstract mastery of multiplication.

Materials/Resources: Box of colored bead bars, box of golden ten bars, black and white bead bar stairs

Prerequisite Knowledge: Children will have mastered the Golden, Teen, and Subtraction Snake Games. Children will have been introduced to the concept of multiplication through the use of the Golden Bead and Stamp Game activities where the process was the focus, thus giving the children a strong understanding of the concept of multiplication.

Procedure for Teaching:

Presentation:

1. Have the children place the black and white bead stair in the upper right-hand corner of the rug.

2. Select different multiples of about four colored bead bars. Ex. Five 3's, four 6's, two 9's, three 7's, and six 2's. Place these in random order, forming a snake.

3. Ask a child to mentally add the bars moving left to right until he reaches a teen number. Push these bead bars up and replace them with a golden bead bar and any black and white bar needed to hold the extra place beyond ten.

4. Remove the colored bead bars and place them in a container for later verification. Begin counting with any black and white bar. Continue until the snake has been completed.

5. Count the ten bars and any black and white bar in the snake to get the answer.

Verification:

1. For verification of this snake, sort out the colored bead bars in sets. Multiply each and match the ten bars to represent each set's product. You may have to exchange a ten bar for any units in the products.

2. For further verification, the child may want to add each of the products and check the answer against his answer to step five.

Accommodations: Children who have special needs might not be able to differentiate between the appropriate times to use the substitute or the golden beads. Partner students who need additional assistance with those who are adept at working with the different types of beads and who are also seasoned at exchanging them.

Assessment: The teacher should observe the children to be sure that they have a grasp not only of the appropriate procedures, but also of the designated uses of the different types of beads. Are the children exchanging properly so as to arrive at an accurate product? Does the original equation (layout of beads) have a length and range that are both challenging and level appropriate for the child? Does the child understand the process of grouping the multiplicands to arrive at a partial product?

Extensions: Children may want to vary the length of their snake/equation. They may also want to create a snake adjacent to a peer, each solving their own individually, and then combining the

two to master a 'super' snake/equation. Children may wish to record the multiplication equations after they separate the multiples in the verification step.

Language Arts 4 –

LESSON TITLE: Interpreting Pictures

Grade Level: Fourth Grade

Indiana Academic Standard: **Fourth Grade English/Language Arts Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.**

Goal(s): To foster good communication skills and a comfort with public speaking through the use of pictorial schemes

Learning Objective(s): The child will be able to identify a main idea in a picture and will be able to create and deliver a sequential interpretation of that main idea while being mindful of poise, eye contact, and voice projection.

Materials/Resources: numerous pictures of: emotion, relevant figures in history, family members, plants and animals, practical life experiences, landscapes, etc.

Prerequisite Knowledge: The children will have experienced oral expression. They will have practiced organizing their ideas through immediate and delayed recall. They have had numerous sensory experiences allowing them the chance to use similes and metaphors. The children have an awareness of sequence and its importance in written and oral language.

Procedure for Teaching:

1. The teacher may take a pack of prepared pictures and select one at random.

2. Observe the picture, then give a response such as: "This little boy needs to visit the dentist because he has a toothache. On the way there he. . . ." The picture must be described long enough to establish a main character, idea, problem, and solution.

3. The child is then asked to select a card and to immediately make up a short story containing at least one character, an idea, a problem, and a solution. By giving the children little time to organize their thoughts, the teacher is allowing spontaneous response, which will gradually teach the children, in order to avoid disorganization, to focus more on the details.

4. Now give the children each a picture and ample time to organize their ideas. Encourage the children to determine a good title or art work that may help in their interpretation. When ready, invite the children to individually share their interpretations.

Accommodation: Children who may have special needs may need to hear many stories told about simple pictures before they themselves can create a more detailed story of their own. Stimulate the thinking of children with special needs by asking them to find the main idea depicted in a picture first. Help them note details and their relationship to the main idea.

Assessment: The teacher needs to observe closely and help guide the young child as he/she learns to interpret these pictures and also learns to express his thoughts clearly. The teacher needs to be sure to cultivate the children's responses and ascertain whether or not this group of children is capable of predicting outcomes for particular picture situations. The teacher should always observe and take notes relative to the children's comfort with this exercise.

Science 4 –

LESSON TITLE: The Atmosphere and its Phenomena

Grade Level: Fourth Grade

Indiana Academic Standard: **Fourth Grade Science Standard 3 The Physical Setting 4.3.2 Begin to investigate and explain that air is a substance that surrounds us, takes up space, and whose movements we feel as wind.**

Goal(s): To use experimentation to engage children in a better understanding of air as a substance and its effects on earth

Learning Objective(s): The child will be able to understand and explain air as a gas and as having weight even though it is not a liquid or a solid.

Materials/Resources: two test tubes - one inside the other, a glass of water, Impressionistic Chart 29 ("The Formation of the Winds")

Prerequisite Knowledge: Children will identify the three states of matter: gas, liquid, and solid. They will also be experienced in the scientific method.

Procedure for Teaching:

1. Insert water in the bottom tube.

2. Put one tube inside the other.

3. Slant tubes over glass. As the pressure builds, the water is pushed out and the tube is pushed down inside the other tube.

4. Explain to the children that air has a certain weight that exerts pressure on the earth. This pressure can be measured with a barometer, which is made of a glass tube and mercury. With different amounts of pressure, there are also movements of the air called "winds." The atmosphere is very important, because without it, we would not have any life on the earth. Also, it makes the temperature of the earth more even, by allowing heat to go to cool places.

5. Show the children Chart 29 ("The Formation of the Winds). Explain to them that if the sun heats a certain part of the earth, then the air there rises. This leaves an area of lower pressure. To fill this low-pressure area, cold air comes in from areas of higher pressure. The first picture on the chart shows the sun heating up the equilateral zone causing air to rise. The second picture shows cold air coming in from the poles to fill the low-pressure area. It is heated and rises, pushing the already heated air toward the poles. The air, when it gets to the poles, becomes cooler and thus falls. The last picture shows the process as it continues in a cycle. When the air is heated and rises, we say there is a low-pressure area. When an area is cold and air falls, we say that there is a high-pressure area. Thus we can see that air currents are formed at the surface of the earth and above it.

Accommodations: Children who may have special needs might need additional assistance in reading the chart and answering the comprehensive questions at the end. Allow these children extra time to complete and possibly a partner for the reading portion.

Assessment: Following lesson completion, offer the children ample time to perform the experiment, look over the chart, and read the information relative to the chart. The teacher should take note of children's progress and finally, administer comprehensive questions to each student when they are ready.

Extensions: (1) Suggest the children create an illustration of the earth shown as a circle with the equator marked in red. Provide the children with a template and four pieces of yarn to mark the infinite currents of air, which move from the equator to the North and South Poles. This shows a more scientific manner than the presented chart being that it is over the entire surface

of the earth. (2) Children may also access the Internet and print out meteorology reports where they can learn about the different types of currents and their catalysts.

Social Studies 4 –

LESSON TITLE Geography Cabinet: Introduction to World Maps

Grade Level: Fourth Grade

Indiana Academic Standard: **Fourth Grade Social Studies Standard 2 Civics and Government 4.2.5 Explain that Indiana is one of fifty states in the United States and that other countries are also made up of smaller units, such as states, provinces, or territories.**

Goal(s): To approach geography, government, and bound regions simultaneously through the use of map manipulatives

Learning Objective(s): By beginning with the work of Geography as it is related to the individual child and then moving outward, the child observes that he/she is part of a particular group, in a particular social context and that this specific context relates directly to them, to the country in which the child lives and to the rest of the world.

Materials/Resources: the Geography Cabinet containing the seven continents (each continent holds pieces that map out the specific countries, states, provinces, and/or territories), control maps

Prerequisite Knowledge: Children have studied the Sandpaper Globe, the Smooth Globe, the Painted Globe, among numerous other examples of our earth and its continents. Children have also been introduced to their own continent, its boundaries (countries), flags, biomes, and nomenclature.

Procedure for Teaching:

1. Bring the map of the United States and the map of North America to the rug.

2. Ask a child to find your country on the map of North America and to name it.

3. Compare the two maps. Discuss what is missing on the map of the United States and remind the children to focus on this data. Remove the North America map.

4. Show the children the state in which they live. Check its relationship to the country's boundaries. What is its relationship to the whole?

5. Take out one section of the country and begin to name those states. Use the three period lesson to learn the names. This order can be determined by the children or may be based on something else, such as regional groupings.

6. Present the states according to the basic regions throughout the United States or their date of entrance into the union. Also present the labels for those states introduced and have children match them. Use the control map to check the work.

7. At following lessons, present an additional continent, its countries, states, provinces, and/or territories until all seven continents and their respective countries have been defined.

Accommodations: Children who may have special needs are able to move and feel the separation of the different regions. Being able to pick up a piece, transfer it to a piece of paper and trace it, leads a child to both memorization and to a solid reference of what a boundary is. Children who may have special needs may need assistance with reading the control map and can be given visual aid by placing memory cues, such as pictures or patterns on the different regions.

Assessment: The teacher should observe the children's insight and respond with challenging work that leads them down a path that has not yet been studied or discovered by the child. Children should begin to ask about the physical geography of regions, the diversity of the populations and cultures, the names of the regions, and their meanings, historic changes and what caused them to take place, etc.

Extensions: Children may like to do a study of a continent, country, province, state, or city via a prepared handout containing appropriate research questions. Children may do a study of flags, capitals, biomes, indigenous plants and animals, major rivers and mountain ranges, isolations - such as gulfs/capes, bays/peninsulas, lakes/island, and straits/isthmuses of the world.

Mathematics 5 -

LESSON TITLE – Addition and Subtraction of Fractions of Different Denominators

Grade Level: Fifth Grade

Indiana Academic Standard: **Fifth Grade Mathematics Standard 2 Computation 5.2.2 Add and subtract fractions with different denominators**.

Goal(s): To use fractional insets to engage children in identifying the different ways to manipulate fractions

Learning Objective(s): The child will be able to perform the steps necessary in adding and subtracting fractions with different denominators.

Materials/Resources: fractional insets

Prerequisite Knowledge: Children will have experience and much practice with addition and subtraction of fractions having the same denominators.

Procedure for Teaching:

Addition:

1. Tell the children that if we were to try to add peas and beans, it would be impossible. We cannot mix peas and beans. We must count each separately or we must give them another name: vegetables. It is the same with fractions. If I want to put 1/4 and 3/8 together, it is not possible, because they do not belong to the same family. It is necessary to change the fourths into eighths, or the eighths into fourths. Then, they will all belong to the same family; they will have the same name.

2. Place 1/4 on the table. Place 3/8 beside it. See if it is possible to change the 3/8 into fourths. Do this by trying to fit fourths into the frame in the place of the 3/8. We see that it is not possible; therefore, we cannot change 3/8 into fourths.

3. See if it is possible to change the fourths into eights. Do this by trying to fit eighths into the frame in the place of the fourth. Two eighths will fit into the place of the fourth; therefore, it is possible to change the 1/4 into 2/8.

4. Return the 1/4 to its place in the frame and replace it with 2/8. Add the insets together to find the sum.

Subtraction:

1. Remind the children that we cannot mix peas and beans. We also cannot take peas away from beans. We must also rename our fractions, if possible, in order to subtract one fraction from another.

2. Place ½ on the table. Place 1/8 beside it. The children should observe that ½ is larger and know that we are going to subtract 1/8 from it. To do so we need to rename one of our fractions. Can we change 1/8 to halves? This is not possible.

3. Ask the children to change1/2 into eighths. The children should remember from addition of fractions that they need to fit eighths into the frame in place of the half. Four eighths will fit into the place of the1/2; therefore, it is possible to change1/2 into 4/8.

4. Return the1/2 to its place in the frame and replace it with 4/8. Subtract 1/8 from 4/8 to find the difference.

Accommodations: Children who may have special needs might not be able to grasp the concept of changing fractions to fractional equivalences and may be benefited by an introductory lesson concerning the different types of fractions. Ex. We say that 2/4 is a real fraction, because it is smaller than the whole, the unit. But if we take 4/4, this is equal to the whole, the unit. We say that this is an apparent fraction. Now, let's take 6/4. (4 metal insets and 2 additional fourths) Not only is this fraction not smaller than the whole, it is greater than the whole. We call this an improper fraction. Ask the child to form with the fractional insets: real fractions, apparent fractions, and improper fractions.

Assessment: Following lesson completion, children are encouraged to try renaming fractions independently. The teacher should be conscious of those who are just entering abstraction and be prepared to offer these students the necessary guidance to retain this concept.

Extensions: Children should be provided with a diverse grouping of equations. Provide prepared equations where it will be necessary to change both fractions before adding or subtracting. Suggest the children try to change a randomly selected list of fractions to halves, thirds, fourths, and fifths. Compare results with partner and attempt to discover patterns or rules relative to that fractional set.

Language Arts 5 –

LESSON TITLE: Homographs, Synonyms, and Antonyms

Grade Level: Fifth Grade

Indiana Academic Standard: **Fifth Grade English/Language Arts Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development 5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).**

Goal(s): To use manipulatives to engage children in committing sets of commonly used synonyms, antonyms, and homographs to memory

Learning Objective(s): The child will be able to identify, explain, and recall frequently used synonyms, antonyms, and homographs.

Materials/Resources: set of homograph partners (10 sets), box of synonym and antonym partners (10 sets)

Prerequisite Knowledge: Children will have an extensive vocabulary at this point, will be able to read most words and decipher their meaning via context.

Procedure for Teaching:

<u>Homographs</u>:

1. Bring a set of homograph partners to the rug. Explain to the children that homographs are two words that have the same spelling, but differ in meaning.

2. Place one set of the homographs along the left-hand side of the rug from top to bottom. Read these words and discuss their meanings.

3. Random the partner cards below the container on the right-hand side of the rug. Read these with the children and clarify the meaning of each.

4. Have each child pick up a card, read it, and match it to its partner. Continue until all the cards are matched.

5. Explain the recording expectations for this exercise. Children may box the homographs in the sentences or write them in red. Continue with the next portions.

6. Show the children a set of sentences in which the homograph is missing. Read a card and see if the children can guess the homograph and spell it correctly.

7. Random the homograph answer cards off to the left-hand side of the rug.

8. Give each child a turn to read a sentence and find a homograph to complete it. Have the child place their card and answer on the right-hand side.

9. Show the children how to politely challenge one another if an incorrect homograph is chosen.

10. Clarify any recording expectations you have for this work.

Synonyms:

1. Bring a box with synonyms to the rug. Read one of the words, then pause and use it in a sentence. Ask the children to see if anyone can think of another word that means about the same thing that could be used instead of the one on the card. Accept any words that are offered and say the sentence using their words.

2. Discuss the meaning of synonyms. Help the children formulate a simple definition in which they state that synonyms are two words that mean about the same thing.

3. Remove the pile of cards from the box which have the words written in black. Have the children read these words and then place them top to bottom on the left-hand side of the rug.

4. Spread out the other pile of words that are written in red on the right-hand side.

5. Ask the children to take turns selecting a red word card, reading it and then finding the synonym card to match it.

6. Complete the exercise and then ask the children to record a few pairs of synonyms in their record books.

Antonyms

1. Ask the children to recall one of the types of words they've had in Word Study thus far. Challenge them to give a simple definition for each type of word they suggest.

2. Bring one of the boxes of antonyms to the rug. Have the children read the words as a child lays out the cards written in black, on the left-hand side.

3. See if there are any words that they do not understand. Use any such words in sentences or have a child who does not know the word's meaning explain it.

4. Place the other pile of words written in red on the right-hand side of the rug. Tell the children that these words are antonyms to match to the other column of words.

5. Check to see if the children know what antonyms are. Help them to express a simple definition in their own words. Antonyms are two words that mean the opposite.

Accommodations: Children who may have special needs might not be able to grasp these three concepts if given in a relatively close period of time to one another. Allow time, for practice is key in comprehending such obscure concepts. Many children with special needs are delayed in abstraction and will benefit from the manipulatives and their many uses.

Assessments: Following lesson completion, children are encouraged to try these exercises independently. The teacher should be sure that the children understand the definitions of homograph, synonym, and antonym; that they are not simply pairing up words that look or sound the same. (Note: Homographs can also be words that not only differ in meaning, but also in pronunciation.) Children should be recording their work in a way that highlights the focus of the exercise.

Extensions: Children may be invited to create a story using all of the synonyms, antonyms, or homographs that they have studied. They may also take the three boxes and combine the synonyms, antonyms, and homographs to make the exercise extremely challenging. They may discover a word(s) that fit into all three categories. These words can always be incorporated into the spelling curriculum.

Science 5 –

LESSON TITLE: The Earth's Formation

Grade Level: Fifth Grade

Indiana Academic Standard: **Fifth Grade Science Standard 3 The Physical Setting 5.3.8 Investigate, observe, and describe that heating and cooling cause changes in the properties of materials, such as water turning into steam by boiling and water turning into ice by freezing. Notice that many kinds of changes occur faster at higher temperatures.**

Goal(s): To use visual aids to engage children in a better understanding of the heating and cooling process

Learning Objective(s): The child will be able to explain, through the acquired conceptualization, that the earth's formation can be attributed to a complexly grand heating and cooling phenomenon. They will also be familiar with specific nomenclature such as: molecules, evaporation, atmosphere, etc.

Materials/Resources: Impressionistic Charts 3, 4, and 5

Prerequisite Knowledge: Children will have experience studying the universe, solar system, and the earth. Children can identify and understand the three types of matter: gas, solid, and liquid.

Procedure for Teaching:

1. Introduce Chart 3: "The Cosmic Dance: The Beginning of the Cooling Process" to the children. Explain that the surface of the earth has not always been the same. At one time, the earth's surface was very hot and liquid. When things are heated, they evaporate and rise up into the sky. When it rose far enough, it condensed and returned to the earth. During the formation of earth, the same thing happened with the air rising and taking up hot air and steam. Then the air came down after being cooled by the horrible coldness of outer space. This happened for thousands of years and was done by millions upon millions of molecules of air. Note: The children must remember that in the beginning, the earth was very hot, like the sun. As the air molecules rose, they became cooled by the extreme cold of outer space and fell as rain or ice back to earth, as a result, cooling it.

2. Present Chart 4: “The Time of the Volcano: Cooling Process**”** to the children. Explain that the surface of the earth cooled enough to gradually harden and form a thick crust; however the inside of the earth was still very hot and kept breaking out all over in small volcanoes. These volcanoes gave off a thick smoke that circled the earth and shielded the sun’s light, thus speeding up the cooling process.

3. Ask the children what the three states of matter are.

4. Continue: The earth went through these three states of matter and about two million years ago the earth’s crust became a solid. At this point, the second period of the earth began, called the “geological period.” This comes from the word “geography,” which is the study of the features of the earth and also the remains of the volcanoes and organisms found in rocks, in order to see what went on in the earth in the past. Even though the earth’s crust was very hard, the inside was very hot and the incandescent gases from the inside kept spurting out. The lightest substances were pushed out first. The water as it fell to the earth, evaporated almost immediately and rose back into the air.

5. Introduce the final chart, Chart 5: “The Sun’s Beautiful Daughter: Rain and Cooling” to the children. Explain the final step of the earth’s surface being continually cooled by the water, which fell until the water actually stayed on the earth and filled in the holes to make the oceans and seas. The inside of the earth, though, was still very hot and volcanoes were still quite numerous, as hot, molten rock forced itself to the surface. The crust had become thicker and cooler. The clouds surrounding the earth had disappeared and the sun was shining on its daughter, the earth.

6. Discuss the extreme changes that temperature had on something as large as our planet. Let’s look at the rain and the cooling of the earth. After two billion years, the earth’s crust had finally cooled so that water could stay on it. The water kept evaporating, but not as quickly. The atmosphere became clearer, and the rain, besides filling in the holes, dug through the earth’s crust. This quickly changed the features of the earth. This process, called “erosion,” was of enormous proportions.

Accommodations: Children who may have special needs might need additional assistance in reading the chart and answering the comprehensive questions at the end. Allow these children extra time to complete and possibly a partner for the reading portion.

Assessment: Following lesson completion, offer children ample time to look over the chart and read the information contained in the chart(s). The teacher should take note of children’s progress and finally, administer comprehensive questions to each student when they are ready.

Extensions: Children may draw maps of the shapes of continents and their position in the past eras/ages; covering the original Pangea (“Super Continent”) and the separation as years have progressed. Children might also look for pictures of volcanoes and distinguish between dormant and active. Children may want to look for practical examples of where hot air rises or of the heating and cooling process.

Social Studies 5 –

LESSON TITLE : The Clock of Eras

Grade Level: Fifth Grade

Indiana Academic Standard: **Fifth Grade Social Studies Standard 3 Geography 7.3.7 Explain how the physical processes have shaped Earth’s surface. Classify these processes according to those that have built up Earth’s surface (mountain-building and alluvial deposition) and those that wear away at Earth’s surface (erosions).**

Goal(s): To use manipulatives to represent the entire history of the earth from the time it was a mass of gases to the appearance of man

Learning Objective(s): The child will be able to conceptualize the length of time represented by the different eras that the animal and plant life coming before man has endured. The child will find significance in the organisms and climate contained in each era and the effects both had on the Earth's surface.

Materials/Resources: the Clock of Eras and its six arrows representing: the Cosmic Era, Archeozoic Era, Paleozoic Era**,** Mesozoic Era, Cenozoic Era, Neozoic or Arthropozoic Era.

Prerequisite Knowledge: Children will have experience with the fundamental needs of man, the history of the earth, and numerous time line presentations related to humans, plant life, society, and civilizations.

Procedure for Teaching:

1. Tell the children about the clock of eras. This drawing shows a special clock, in beautiful colors, divided into twelve hours, depicting the entire history of the earth from the time it was a mass of gases to the appearance of man. Each hour of the clock represents 250 million years. The entire twelve hours represent 3 billion years, although some scientists claim that the time is even longer!

2. Continue. At the beginning of the fourth hour, the earth and the water were already formed, the earth being much hotter than it is today. Though there were mountains, rivers, and oceans, there was no life. It is unknown when life first appeared, but it is understood that life was present sometime during the second period of one and a half billion years. There is nothing precise about this period because there is no recorded formation; there are, however, remains of animals transformed into stone. These organic remains are called fossils.

3. Present illustrations or actual examples of fossils. Through the presence of fossils, we know that there was life during the second period.

4. Show the children pictures of the geology of this period with illustrations of rock formation. These rocks were formed of skeletons of tiny organisms, called protozoa, which formed mountains under the sea.

5. The history of life is represented on the clock by the last two hours, embracing 500 million years, which also includes all recorded history. These two hours of the history of life are divided into the following eras: the Paleozoic (paleo - old, zo - animals) - colored blue, the Mesozoic (meso - middle, zo - animals) - colored brown, the Cenozoic (ceno - new, zo - animals) - colored green, the Neozoic (neo - very new, zo - animals) - colored red.

6. Show the children how to use the Clock of Eras in the same way as was done with the real clock. Check each era on the clock.

7. After the eras have been thoroughly discussed, give the children the two sets of arrows to be used with the clock. One set has the title of the eras and the other set has a description of a specific era, its plant and animal life, climate, and general environment. The child reconstructs the Clock of Eras using prepared pieces of paper. He places the arrows for the titles and the arrows for the description.

Accommodations: Children who may have special needs might have difficulty with a circular time line. Use a piece of elastic cut the same length as the circumference of the circle. Color the different segments to fit around the Clock of Eras. Remove it from the clock, lay it strait and stretch it to show a common, horizontal time line.

Assessment: Following lesson completion, be sure that the children understand that the clock is a proportional measure of time. The (pie) pieces that dominate the clock do indicate that a specific era dominated many, many years. Allow children the freedom to move around the different eras and ask them to create a Clock of Eras of their own.

Extensions: Children may want to make a horizontal time line containing the different eras and their respective plant and animal life. Children may research a specific era and collect a specific item (pop tops) to represent the years that it spanned. Children might also create a time line that illustrates evolution of a specific plant or animal/man.

Mathematics 6 –

LESSON TITLE Multiplication of a Binomial by One Number

Grade Level: Sixth Grade

Indiana Academic Standard: **Sixth Grade Mathematics Standard 3 Algebra and Functions 6.3.3 Interpret and evaluate mathematical expressions that use grouping symbols such as parentheses.**

Goal(s): To use a concrete representation to engage children in identifying parentheses and their respective/contained quantities

Learning Objective(s): The child will be able to distinguish between the multiplier (a symbol) and the multiplicand (a quantity of beads).

Materials/Resources: a large box of bead bars, box of signs and marks for the operation

Prerequisite Knowledge: Children will have a strong grasp of the math hierarchies, especially addition and multiplication. Children will have experience with the symbol "x" as meaning "sets of" and know that when used to mean this, the multiplier is recorded first.

Procedure for Teaching:

1. Write a binomial on a piece of paper. (3 + 5)

2. Tell the children that you are going to multiply these numbers by 4.

3. Place the multiplier and multiplication sign in front of the binomial. 4 x (3 + 5) **=**

4. Ask the child to record the binomial in his record book.

5. Tell the child that the equation indicates that they are to first multiply the (4 x 3). Place four sets of three bead bars under the (4 x 3), and then place four sets of five bead bars under the (4 x 5)**.**

6. Ask the child to place his product, using beads, under each set of bead bars. After he has placed the products (twelve and twenty), place the + sign and ask him to add the two products. Place the = sign and the answer at the right.

Note: This is an introductory lesson. The children will be shown immediately after the importance of performing the operation within the parentheses first; however it is of great importance to review the distributive theory so as to preempt the FOIL method.

7. The child will place the product in beads under the four sets of three beads and under the four sets of five beads. Then he will place a plus sign between the two products 12 and 20, formed with the bead bars, and then form his answer 32 in beads on the right.

The child's recording in his record book will be as follows:

$$4 \times (3 + 5) = (4 \times 3) + (4 \times 5)$$

Accommodations: Children who have special needs might need to begin with simple equations. The novelty of the symbols can prove intimidating as well as the transfer of concrete representation to paper. Provide a template of the steps taken to solve and record.

Assessment: The teacher should observe and take notes while children engage in the multiplication of a binomial. Does the child understand the sequence that which the work should be completed? Does the child understand the process and why it works?

Extensions: Squaring a Binomial. Squaring a Trinomial. Passage from One Square to the Consecutive Square. (All of which use parentheses and distribution).

Language Arts 6 –

LESSON TITLE: Logical Analysis

Grade Level: Sixth Grade

Indiana Academic Standard: **Sixth Grade English/Language Arts Standard 6 WRITING: English Language Conventions 6.6.2 Identify and properly use indefinite pronouns, present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.**

Goal(s): To use manipulatives and precisely guided questions to ensure logical answers, thus leading the children to a successful analysis of a sentence

Learning Objective(s): The child will be able to identify the subject, predicate, and the direct object in a sentence.

Materials/Resources: the Logical Analysis Box containing the red circle that has "predicate" written on it, the black circles that have "direct object" and "subject" written on them, and the arrows that have the questions "Who or What?" inscribed. Children will also have the recording form that has columns for the question, answer, and name of the element

Prerequisite Knowledge: The children will have experience with reading analysis, sentence construction, and can identify all the parts of speech.

Procedure for Teaching:

1. Write a simple sentence on a slip of paper (Ex. Peggy broke the fragile glass.). Point to the red circle and ask, "What is our first question?" They respond, "What is the verb?"

2. Flip over the red circle and show them the new term "predicate." Explain that, in this activity, they will use three new terms for the elements of the sentence. Present the black circles with the terms "subject" and "direct object" on them.

3. Read the sentence again. Point to the red circle and ask, "What is the predicate?" "Broke." Tear it off and place it under the red circle.

4. Invite individuals to ask the last two questions for the "subject" ("Who broke?") and the "direct object" ("Broke what?") and then place the answers under the black circles with the black arrows pointing to the respective element from the predicate.

5. Write another sentence on a slip of paper and hand it to a child to read. "Leonardo De Vinci painted a famous picture."

6. Ask a child to ask the questions using the new terminology for each element in the sentence and then to tear off that response and place it under the appropriate circle.

7. Show the children the new model form for recording their work and have them do the sentence with you.

Accommodations: Children who may have special needs might need to have numerous presentations of this work with the new terminology. It is also important to remember for all students that many of the Standardized tests treat only the subject of the sentence and consider the rest as a "total predicate." The teacher needs to share this concept with the children involved so they experience success in testing situations.

Assessment: Allow children to work on this analysis independently and be sure they are strictly following the correct questioning to arrive at the end result. They will need this procedure in the near future with sentences that have multiple subjects, predicates, and direct objects.

Extensions: Challenge the children to extend their sentences by adding answers to some of the orange arrow questions. Ex. Peggy broke the fragile glass. Ask "When?" - "Before Breakfast." "Where?" - "In the kitchen." The child will discover that he/she can transpose parts of the sentence. Ex. Before breakfast, Peggy broke the fragile glass in the kitchen.

Ex. Peggy broke the fragile glass in the kitchen before breakfast.

Science 6 –

LESSON TITLE: The Earth's Relativity in Space

Grade Level: Sixth Grade

Indiana Academic Standard: **Sixth Grade Science Standard 3 Physical Setting 6.3.3 Explain that the Earth is one of the several planets that orbit the sun, and that the moon, as well as many artificial satellites and debris, orbit around the Earth.**

Goal(s): To use visual aids and models to engage children in a clearer understanding of the earth's relativity in space

Learning Objective(s): The child will have a better comprehension of time zones and the seasons.

Materials/Resources: model of the sun and the earth, a map divided into time zones, twelve black strips to cover the time zones, Charts 18, 19, and 20

Prerequisite Knowledge: Children will have experience with, and prior knowledge of, day and night and the 24-hour cycle. They have also discussed the two different movements the earth makes.

Procedure for Teaching:

1. Introduce Chart 18: "The Variations of the Temperature of the Earth's Surface." Explain to the children that the earth has been divided by man into degrees and also time zones. Each of the strips which man has used to divide the earth are called meridians. Each time zone is limited by two meridians of more or less 15 degrees. These divisions are totally arbitrary and man-made.

2. Establish 6:00pm or sunset and then put down the twelve black strips, labeling them 6:00pm through 6:00am. Label the daylight hours.

3. Move the strips to the left to show the progression of time.

4. Show the map as a cylinder so that the child can see that night is never really divided.

5. Next show the children Chart 19: “The Position of the Earth in Respect to the Sun.” Tell the children that when the earth moves around the sun it is not vertical, but oblique. It is always tilted the same way as we see on the chart. We have already said that the earth has two movements. We have seen the consequences of the first rotation, which is the phenomenon of night and day. We will now look at the consequences of the second movement. One of the most important things to know is that the earth is not vertical, but oblique in relationship to the sun. The earth moves in an ellipse, which is almost, but not quite, a circle.

6. Introduce Chart 20: “The Seasons: Revolution of the Earth and the Resulting Seasons” to the children. Say: You already know the seasons: spring, summer, fall, and winter. In this chart, the sun is shown as very small, but that is not important. What we want to look at is the position of the earth. Also, there are four earths shown, but we know that there is only one earth in reality.

7. Use the model of the earth and of the sun to show the amount of sunlight received by different parts of the earth during different seasons. The children should be able to see how the imaginary lines shown on the chart are formed between the sun and the earth.

Accommodations: Children who may have special needs might need additional assistance in reading the chart and answering the comprehensive questions at the end. Allow these children extra time to complete and possibly a partner for the reading portion.

Assessment: Following lesson completion, offer children ample time to look over the chart, manipulate the models of the sun and earth, and to read the information contained in the chart(s). The teacher should take note of children’s progress and finally, administer comprehensive questions to each student when they are ready.

Extensions: The children may want to extend this lesson by studying the time zones specific to their state or country. Often, children enjoy mapping the different time zones all over the world and may use a model plane to distinguish departure and arrival times across time zones. Set clocks in the classroom according to times across the world and label them with the appropriate countries for the children to observe. Children might want to learn about summer/winter solstices or the spring/autumn equinoxes and may do so using numerous resource materials.

Social Studies 6 –

LESSON TITLE: The Great Civilizations

Grade Level: Sixth Grade

Indiana Academic Standard: **Sixth Grade Social Studies Standard 1 History 6.1.16 Develop and compare time lines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.**

Goal(s): To give a linear viewpoint of the earth as a geological fact by showing life as a large, vast, and united relation to the universe. The children are now ready to discuss the entrance of man into history

Learning Objective(s): The child will be able to understand and interpret life through this deep study of the history of civilization. He/she will be able to conceptualize life and evolution relative to civilization.

Materials/Resources: a map of the world showing the locations of the great civilizations, the Time Line of Life, Time Line of Life Mock Chart, the Time Line of Man, The Time Line of the Mediterranean Civilization, chart of the Needs of Man, small maps, history books, charts of

ancient systems of numerations and alphabets, arrows with the most important facts written on them to be matched with the Time Line, moveable pieces representing plants and animals

Prerequisite Knowledge: Children will have experience with the Clock of Eras. They will have studied the basic overview of the earth and its progression. Through a look at the different eras, periods, ages, societies, and civilizations the children have established a foundation that will benefit this in-depth study of the great civilizations.

Procedure for Teaching:

1. Having completed the study of man, draw the children's attention to the light green area on the Time Line of Man - the era passing from prehistory to history, the age of metal when man discovered bronze, iron, and copper. This epoch is also called the Period of Great Civilizations; for man no longer lived in small groups, but founded large cities and great empires. This entrance of man into history has been recorded by him in writings, which scholars have succeeded in deciphering.

2. On the world map, marked with the great civilizations, point out those in America: Aztecs, Mayas, and Incas. Many years before Europeans arrived in America, their civilizations existed, prospered, and achieved notable accomplishments.

3. Point out the civilization in the islands in the Pacific Ocean. While very little is known about this area, historians maintain that a civilization did exist there.

4. Discuss that there is a rich field of information relative to the civilizations of India and of China. Remains have been found, and legends have transmitted their cultural histories.

5. Tell the children about Marco Polo: After spending seventeen years in China in two trips - 1266 and 1269, Marco Polo returned to Italy. To his contemporaries, his accounts were so fantastic and bizarre, as to be condemned as fallacious. He wrote the account of his journeys in a book, titled *The Million*, in 1296, during his two years as a war prisoner.

6. Discuss in detail the Mediterranean Civilization - the origin of all Western civilizations. Use the Time Line of the Mediterranean Civilization. Encourage the children to research any other civilization in which they are interested.

Accommodations: Children who may have special needs might be less able to do the research most commonly associated with this lesson. These children may practice redelivering this lesson to their peers. Verbal association and commitment to memory are just as important and useful to children with special needs as is using resources to others. Eventually, after mastering the lesson presentation, invite the child with special needs to use only one resource that the teacher assists in locating the area of interest. Again, the child may present this information verbally to the class as his very own lesson.

Assessment: The children must work toward discovering facts and additional knowledge concerning different civilizations. It is important for the teacher to provide the necessary resources and for the children to use them both properly and efficiently. This lesson is a springboard for much investigation and discovery on the children's parts. Be sure that they are on course and accurate in their findings.

Extensions: Provide an outline for research to the children containing guided questions such as:

I. What is Their Natural Environment Like?

1. What is their land like?
2. What is their climate like?

3. What is the flora?
4. What is the fauna?

Children may also study the human activities, languages/expressions, social development, lifestyles, or culture of specific civilizations - past or present. Children might take interest in evolution, the social, national, and ideological problems that threatened civilizations of the past. Studies of labor forces or natural resources inherent to groups of people of the past may also be points of interest for the sixth grade child.

Mathematics 7–

Lesson Title: Prime Factorization

Grade Level: 7^{th}

Indiana Academic Standard: This is an example of a lesson that covers many standards. **Primary Focus –** 7^{th} Grade **Standard 1 — Number Sense** Understanding the number system is the basis of mathematics. ... They also use exponents to write whole numbers in scientific notation and to write the prime factorizations of numbers.

7.1.4 Understand and compute whole number powers of whole numbers.
Example: $3^5 = 3 \times 3 \times 3 \times 3 \times 3 = ?$

7.1.5 Find the prime factorization of whole numbers and write the results using exponents.
Example: $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$.

Standard 2 — Computation Fluency in computation is essential. Students add, subtract, multiply, and divide integers, fractions, and decimals. They solve problems using percentages, including calculating discounts, markups, and commissions. They use mental arithmetic to compute with simple fractions, decimals, and powers.

Communication - The ability to read, write, listen, ask questions, think, and communicate about math will develop and deepen students' understanding of mathematical concepts.

Reasoning and Proof - Mathematics is developed by using known ideas and concepts to develop others.

Representation - The language of mathematics is expressed in words, symbols, formulas, equations, graphs, and data displays.

Connections - Connecting mathematical concepts includes linking new ideas to relate ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other.

Learning Objective (s): Students will: examine the numbers to 100 to see how they are obtained. Identify Prime and Composite numbers. Write the prime factorization for each.

Materials:

- Table C * 2 copies for each student

Has all the multiples from 1 to 100 written in vertical columns with wide space to the right of each column for notation.

Prerequisite: Multiplication skills Completed tables A and B*

*The factors were printed on tables A and B, the student solved and reviewed the multiples.

Procedure for Teaching:

1) Review Tables A and B. Give C

2) Explain, “With table C we are going to examine the numbers to see how they are obtained. Let’s look at the different factors we can multiply to reach each of these numbers. Since every number has the factor of 1 and itself, we are not going to write this . As we proceed, please do not write any combinations with the number 1.
3) Now, look at 1. How is it obtained? Only be 1 x 1 so we will not write anything on the line. Underline the number 1 in red.
4) How is 2 obtained? Only be 2 x 1 or 1 x 2 so we still will not write anything on the line. Underline the number 2 in red because the only ways to reach it include the number 1.
5) Try 3 – the same is true.
6) 4, that’s different because we can write 2 x 2 on the line so do not underline 4.
7) We can see that 5 gets underlined in red, but for 6 we write 3 x 2 and 2 x 3.
8) Continue like this all the way to 100. We’ll look at this again later”
9) Independent Practice Give time for student work.
10) Later bring out again...:” lets look at all the numbers that you underlined in red. What do these have in common?” Elicit they all have only themselves and 1 as factors. They are called **Prime** numbers.
11) “ all the other numbers are called ?” .., **Composite** numbers. (Quick tie to language-vocabulary and science with discussion of word ‘composite’)
12) Give another copy of Table C. “Now we’re going to do something different. This time you’re going to look at the numbers you did not underline and reduce the combinations by which they are obtained to prime numbers.”
13) “For example look at 8. Before you wrote 4 x 2 and 2 x 4. Now look at the 4 in there – it’s really 2 x 2 right? So for 8 you now write 2 x 2 x 2. This is the new notation”
14) “Look at 12. You have 2 x 6, 6 x 2, 3 x 4, and 4 x 3. Now break it down – the new notation is 2 x 2 x 3. This is called the prime factorization.”
15) Independent Practice - “Continue writing the prime factorization for all the numbers on the table.”

Accommodation: Give extra time as needed. Allow use of multiplication charts if really needed. Partner with student for help.

Assessment: Check student work. Give written follow up work. Extend.

Extensions: Let students find patterns. Continue with higher primes. Rewrite the table with primes and exponents. Move to lessons on using primes to find Least Common Multiples. Then Highest Common Factors.

Language Arts 7 –

Lesson Title: Prefixes

Grade Level: 7th

Indiana Academic Standard: Language Arts 7 Standard 1 -READING: Word Recognition, Fluency, and Vocabulary Development - Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Vocabulary and Concept Development 7.1.17.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).

Learning Objective (s): To recognize parts of words, identify and know the meaning of common prefixes.

Materials:

- Language Arts Vocabulary box UE1 Prefixes (contains small cards, each with a prefix, i.e. pre , mis , non, anti, tri, dis, sub, re, mis, non, an so forth.

- Dictionaries

Prerequisite: None required.

Procedure for Teaching:

1) Call group of students together for lesson.
2) Review parts of words - root, prefix, suffix. Explain that this work focuses on prefixes.
3) Have a student pull a card from the box and read it., i.e. “re”
4) Ask students to come up with words that start with the prefix, i.e. “review,” “redo,” “rebuild.” List these on the board.
5) As students for definitions of each and write on the board. If students cannot come up with words or definitions, have them use dictionary.
6) Using the definitions of different words, have students deduce meaning of prefix.
7) Use dictionary to check.
8) Continue through several examples. Have students help each other as needed.
9) Show students where this work is on the shelf and tell them that when they do it, they need to write down at least three words with definitions for each root, and they must check with dictionary. Set deadline for completion.

Accommodation: Partner students who may need assistance with other students who can help.

Assessment: Watch students when they complete work independently. Check written work. Test along with spelling/ vocabulary tests

Extensions: All further sets of vocabulary cards.

Science 7

Lesson Title: Lines

Grade Level: 7th

Indiana Academic Standard: Science 7th Shapes and Symbolic Relationships 7.5.2 Illustrate how lines can be parallel, perpendicular, or oblique.

Learning Objective (s): Identify and differentiate the ways lines can relate to each other - parallel, perpendicular, intersecting, divergent, or convergent.

Materials:

- Three part Geometry cards* Set B3 Relationships of Lines

*Three part cards are sets of cards on which there is: 1- a picture or diagram, 2 - a label, and 3 - a definition. The three parts are cut apart and sets teaching a specific concept are grouped together.

Prerequisite: Geometry Cards set A Fundamental Concepts, B1 Parts of lines, and B2 Positions of a line.

Procedure for Teaching:

10) Call group of students together for lesson.
11) Review previous lesson concepts, i.e. point, line plane, origin, end points, ray, horizontal, perpendicular, oblique.
12) Lay out diagram cards and pass out labels and definitions randomly.
13) Have a student read a definition and match it to a diagram.
14) Ask students if they have the label. Match.
15) Continue through all definitions and labels. Have students help each other as needed.
16) Review.
17) Show students where this work is on the shelf and tell them that when they do it, they need to write it all down in their geometry folder. Set deadline for completion.

Accommodation: Partner students who may need assistance with other students who can help.

Assessment: Quiz orally after presentation. Watch students when they complete independently. Check written work.

Extensions: All further sets of Geometry cards.

Social Studies 7 –

Lesson Title: Creating Globes/ Converting to Maps (extended lesson, two + periods)

Grade Level: 7^{th} - 8^{th}

Indiana Academic Standard: High School World Geography WG.1.1 Explain Earth's grid system and be able to locate places using degrees of latitude and longitude. WG.1.2 Demonstrate that, as an attempt to represent the round Earth on flat paper, all maps distort and be able to evaluate the distortion associated with any given projection. Also 7^{th} The World in Spatial Terms 7.3.1, 7.3.2

Learning Objective (s): Students identify the longitude and latitude grid system used to locate places on Earth, learn major lines of longitude and latitude parts and their locations on Earth, understand the difficulties in converting from a globe to a flat map and the resulting distortions of different projections.

Subject integration with social studies, art, geometry.

Materials:

- Several globes and world maps to use as resources.
- blue plastic ball for each student or student pair
- various colors of permanent markers for each student
- string and tape

Prerequisite: None required. Most students will have some familiarity with parts of a globe and with geometric parts and measures of a circle. May follow drawing with a grid in art class.

Procedure for Teaching:

18) Using a model globe, review the parts of the globe, its purpose and explain today's lesson.
19) Have each child fin the top and bottom of the ball and mark as North and South Poles
20) Have each child use the seam line around the ball to draw line and mark as equator.

21) Have students identify this as a line of latitude and discuss location/direction of other lines of latitude.

22) Use string and tape to place lines around the ball, trace, and mark Tropics of Cancer and Capricorn. Label with degrees.

23) Use string and tape to mark, then trace, line from North Pole to south poles , perpendicular to equator. Label as Prime Meridian, 0 degrees.

24) Repeat on reverse and label as International Date Line, 180 degrees.

25) Discuss degrees of a circle and how they compare on a globe. Show how at 180 degrees we have reached a straight line and could measure further angles back from zero.

26) Use string and tape to mark, then trace, equidistant lines from North Pole to south poles, perpendicular to equator, mark with degrees east and west.

27) Compare lines of latitude and longitude. Help students notice latitude lines stay parallel while longitude lines intersect.

28) Continue discussions of measures and degrees, latitude longitude, grid system, etc., while all students finish, quizzing students and checking for understanding.

29) Help students use gridlines to accurately draw in continents. Start at prime meridian and equator, show how curve of Africa fall just north and east of these, wide point is just above tropic of Cancer, Morocco closest to Spain just west of 0 and below halfway point between equator and North Pole. Continue until all students are able to create a globe.

30) Review previous lesson and learning.

31) Have students label the names of the continents and oceans.

32) Add and mark major geographical features. May coordinate with history studies.

Another Class Day: Globes to Maps

33) Have a student pop the globes and try to turn into flat map, gluing or stapling to poster board.

34) Have different students try different approaches to this, getting them as flat as possible.

35) Demonstrate how we need to fill in spaces with drawing changing the proportions of land and water to do so.

36) Compare to various maps.

37) Discus different projections, compare, have students draw conclusions about which are most accurate, and how ones perspective may change the way on draws a map, etc.

Accommodation: Partner students who may need assistance with other students. Move around room continuously helping students as needed.

Assessment: Repeated oral assessments throughout classes. Follow with written test.

Extensions: Imaginary island activities.

Mathematics 8–

Lesson Title: Mental Computation of Percents

Grade Level: 7th and 8th

Indiana Academic Standard: This is an example of a lesson that covers many standards. Primary Focus – **8th Grade Standard 2 — Computation** -Fluency in computation is essential. Students add, subtract, multiply, and divide rational numbers. They use percentages to

calculate simple and compound interest. They also use mental arithmetic to compute with fractions, decimals, powers, and percentages.

8.2.4 Use mental arithmetic to compute with common fractions, decimals, powers, and percents. Example: Find 20% of $50 without using pencil and paper.

8.2.1 Add, subtract, multiply, and divide rational numbers in multi-step problems.
8.2.3 Use estimation techniques to decide whether answers to computations on a calculator are reasonable.

Also - **Standard 7 — Problem Solving -** In a general sense, mathematics is problem solving. In all of their mathematics, students use problem-solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results. As they develop their skills. . students move from simple ideas to more complex ones by taking logical steps that build a better understanding of mathematics.

8.7.3 Decide when and how to divide a problem into simpler parts.
8.7.4 Apply strategies and results from simpler problems to solve more complex problems.
8.7.11 Decide whether a solution is reasonable in the context of the original situation.
8.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.
Communication - The ability to read, write, listen, ask questions, think, and communicate about math.

Reasoning and Proof - using known ideas and concepts to develop others

Connections - linking new ideas to related ideas learned previously, helping students to see mathematics as a unified body of knowledge whose concepts build upon each other.

Learning Objective (s): Students will learn to mentally compute basic percentages and to break numbers down to create simpler problems and solve mentally.

Materials:

- None

Prerequisite: Multiplication skills, understanding of percent – decimal relation, computing percents with multiplication in written form.

Procedure for Teaching:

Whole group lesson taught with direct teacher instruction.

16) Write problem on board as part of daily math, i.e. VCR costs $120 and you have a coupon for 15% off. How much is the discount? -The total? –What will you pay with 6% tax?
17) The Teacher asks:
18) “Can you do this in your head?
19) Start with just the first part, what ‘s 15% of 120?”
20) Give some time. Some students may know the answer, others blank. Call on someone who knows - $18. Ask – “How’d you get that?”
21) Listen to the answer, explain and show the class in writing on the board.
22) Ask if the answer makes sense. “Could there be an $18 discount on $120 item? Yes. Good. Always think about that. Does it make sense?”
23) Ask if anyone solved it differently. Explain and show each method.
24) Say “Here’s how I do it – I think...I know 10% of $120, all I have to do is take off the zero right? So, it’s $12. Show on board while speaking. Now I think... if 10% is 12 what must 5% be? 10% is 12 so 5% is half of 10% so 5% must be....” Elicit answer form class – 6. “So now

I have the answer, I think ...ten percent is 12, five percent is 6, so fifteen percent must be 12 and six or ... yes 18 dollars."

25) "Lets see, how'd we do that? First practice ten percent. For ten percent we multiply by .1 so it's just like moving the decimal one space right? Lets try a few to check." Show on board, make sure everyone sees. "So, say when you know the answer. Ten percent of 120 is..., ten percent of 150 is..., ten percent of 250 is..., ten percent of 470 is..., ten percent of 750 is..., Keep going until all students have idea and have answered problems. When a student starts answering quickly, tell that student "okay you've got it , great, now you think the answers quietly." Keep doing this until many are silent (and proud of it) and others have a good chance. Re-explain until all students catch on, if there is a student who cannot, let a friend help. Then tell all students to participate again and try new level. "How about ten percent of 1680? ...1530?....2710?"etc. Then, "ten percent of ...22? ...53? ...77?" Mix them all up.
26) Repeat entire exercise for five percent. Show it as half of ten percent. Start giving problems and proceed until all students are solving problems.
27) Repeat entire exercise for fifteen percent. " Now 15 equals 10 + 5, so I can find fifteen percent by adding ten percent and five percent, right?" Call problems for all.
28) Say "Can we take this further? If you know ten percent , how about twenty percent?" Give many problems. Try 30%, 25%, etc.
29) "If you know ten percent, what about 1 percent?" Give many problems. " That's easy, huh, so lets try six percent. Remember 6=5 + 1 so ...."
30) Review, telling students, " What's really important here is to see that there are always different ways to solve the same problems. Back to the original 15 % of $120, you could write 120 x 0.15, or you can think ten percent and five percent. Do what's easier for you. In math, and in life, there is always more than one way to approach something. You can look for an easier way. If you get stuck, you can always try something different."

Accommodation: Cover for students who really cannot reach this level yet - change types of problems before they stand out, let partners assist with answers, give easier problems.

Assessment: Watch students as they answer. Give written follow up work. Extend.

Extensions: Keep practicing each day following. Keep extending problems – "you know ten times something, how about twenty times? Five times? Fifty times?" etc. Give lots of practice – written and verbal.

Language Arts 8 -

Lesson Title: Gerunds

Grade Level: 8th

Indiana Academic Standard: Language Arts 8 **Standard 6 - WRITING:** English Language Conventions - Students write using Standard English conventions appropriate to this grade level. *Grammar*

8.6.8 Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).

8.6.4 Edit written manuscripts to ensure that correct grammar is used.

Also 7.6.2 Identify and use infinitives and participles, and 9th Grade Grammar and Mechanics of Writing 9.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial.

Learning Objective (s): Students will identify gerunds, understand their uses, be able to identify and use them correctly in sentences.

Materials:

- Prepared sentences
- Students bring their writing notebooks and colored pencils

Prerequisite: Logical analysis of sentences through adverbial and adjectival extensions. Previous work with infinitives.

Procedure for Teaching:

31) Call a group of students ready for the lesson. Introduce - "Today we're going to learn about the next form of verbal which does not have a pronoun and is not limited by person or member."

32) Review – "Remember a verbal is a verb form that does not function as a verb. What was the first? " *Infinitive.*

"How do you form it?" *to - with the verb, like to love.*

" What are its uses?" *adj., adv., noun.*

*"*Give me some examples in sentences?" *To run is healthy. To se is to believe. The ship was ready to sail.*

Write each as said. Underline the infinitive. Review its use.

33) "Excellent. Now we're going to lock at another verbal, another form of a verb that does not function as a verb. Look at these sentences and tell me what you notice:

a. Swimming is good exercise.
b. He enjoys cooking.
c. The robber was arrested for stealing.

34) "Let's analyze each of these sentences." Write as students label the parts of speech. Let them get stuck on the gerund. They may first say they are verbs but will quickly realize they are not working as verbs. They will ask what they are called.

35) "These verbals are called **gerunds.** What do you notice about them?" *They have ing on the end. They are acting like nouns.*

36) "That's right. Gerunds are formed much like infinitives but instead of 'to' before a verb, they have 'ing' on the end." Underline the gerunds. "How are these functioning in the sentences?" *a. subject, b. direct object, c. object of preposition in prepositional phrase.*

37) Independent Practice. "Now try the following sentences, just like you did the infinitives before – write the sentences in your notebooks, underline the gerund, and identify the sentence element by writing it above." Watch the students complete the first couple, then allow them to continue independently.

Note, gerunds, as nouns, can be modified by adjectives. Because they are formed from verbs, they also can have an object. Students may discover this on their own. The next lessons on Gerund Phrases will teach it directly.

Accommodation: This is a higher-level grammar lesson; students must have mastered basics before. Give extra time as needed. Partner with student for help.

Assessment: Check student work. Give written follow up work. Extend. Give written test.

Extensions: Have students write a story with at least ten verbals, then underline and label them. Move to lessons on Gerund Phrases and then to Participles.

Science 8

Lesson Title: Atoms, States of Matter

Grade Level: 7^{th} - 8^{th}

Indiana Academic Standard: Science - Matter and Energy - 8.3.8, 8.3.9 Demonstrate, using drawings and models, the movement of atoms in a solid, liquid, and gaseous state. Explain that atoms and molecules are perpetually in motion. 8.3.10 Explain that increased temperature means that atoms have a greater average energy of motion and that most gases expand when heated.

Learning Objective (s): Students demonstrate the movement of atoms in solid, liquid, and gaseous states, and identify the states of matter and changes caused by increased energy.

Materials:

- None

Prerequisite: None required. Most students will have familiarity with concepts discussed and this will be a review lesson.

Procedure for Teaching:

38) Review the concept of matter, and that all matter is made up of atoms that are far too small to see directly through an optical microscope. Remind students that the atoms of any element are similar but are different from atoms of other elements and that they may stick together in well-defined molecules or may be packed together in large arrays.

39) Tell students they are all going to act like atoms to model some basic concepts we're reviewing.

40) Have all students stand up. Have pairs or triads hook arms to model molecules.

41) Tell students they are all atoms of one substance, atoms can never stop moving so they have to wiggle at all times but they are very cold and pulled toward one another. The cold is giving them very little energy. They just want to huddle very close together. Ask students what state of matter this is modeling. Elicit "solid."

42) Now tell students the sun came out and they are warming up. They feel energized. They are wiggling more and more. Tell them they are still tied to one another though, they must remain touching at least one other. Allow the students to wiggle around, start moving farther apart. Ask students what state of matter this is modeling. Elicit "liquid."

43) Now tell students they are getting hot and energized, they are feeling jumpy and are breaking away from each other. Let them move all over the room. Ask students what state of matter this is modeling- "gas."

44) Call students back. Review states of matter with group. Discuss what allowed then to move away from each other - "heat energy"

Assessment: Have each student draw diagrams of each state. After follow up lessons, test on states of matter and changes.

Extensions: Get ice from freezer, ask students what it is, what state of matter it is in - "solid." Use hot plate to heat. Ask what is happening - "melting," what state it is now - "liquid." Continue heating until steam rises - what state - "gas." Put on glass lid and catch steam - What does it

change into when cooled - “water” “liquid.” What’s this called - “condensation.” Put lid in freezer. What will it change into - “ice,” solid.” What’s this called? - “freezing.”

Social Studies 8 –

Lesson Title: US History Timeline

Grade Level: 7th - 8th

Indiana Academic Standards: All of **8th Grade Standard 1 — History -**Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the discovery, exploration, and colonization of America, and the revolution and founding era. Focus 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.

Learning Objective (s): Solidify understanding of timelines and knowledge of significant historical events and their relationships to each other in time. Students create timelines of US history. Subject integration with social studies, art, and mathematics.

Materials:

- History resource books - textbook, encyclopedias.
- ten to fifteen foot roll of paper for each group of students
- rulers and/or tape measures
- writing and drawing materials

Prerequisite: Previous work with timelines, study of US history.

This lesson should be presented midyear, after students have been studying US history for some time and can recall many significant events and periods. This will act as a culminating/review activity for past studies as well as a preview activity, raising interest levels for the rest of the year’s history studies. (Good review after winter break)

Procedure for Teaching:

45) Lead discussion reviewing US history learning.
46) Review timelines and explain lesson activity.
47) Divide class into groups, giving each the needed materials.
48) Have students measure their paper. Discuss the time period we want to represent, how long it is, and how to best divide the paper into equal segments.
49) Student groups draw line, measure, and mark divisions with centuries and decades.
50) Elicit discussion of important dates and events. Students show major events on timeline.
51) Model research result on board having students work as a group to describe an event, write a quality paragraph as example. Discuss the importance of visual aids in memory and have students come up with something you could draw for this event. A student from each group should copy the example.
52) Repeat with additional event/s to insure clear understanding.
53) Have groups of student come up with additional major events. Start with periods already studied. Have every student write up an event. Select several students to read examples aloud. Discuss. Remind all groups to mark this event.
54) Students continue with additional events throughout US history. Set requirement, i.e. start with at least three events per fifty-year period.

55) Have students divide events for each student to research for timeline. Provide small sheets of paper with room for visual aid and written paragraph.

56) Give time for research. Some can be assigned as homework. Timeline detail may be extended or limited as fits in with class schedule of studies.

Accommodation: Partner students who may need assistance with other students. Move around room continuously helping students as needed. Adjust expectations of result.

Assessment: The extensions listed below. Students write up of summary of learning. Timeline written test.

Extensions: Continue adding to these timelines through rest of year. Have groups write up events from each chapter and period studied. Use as test review. Have each student create his or her own small version of the timeline. Give timeline worksheets with dates only and blank spaces to fill in events. Repeat with events and blank dates.

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Kindergarten Language Arts	
Reading and Comprehension	
Understand how print works (e.g. left to right, top to bottom)	K.1.2 Follow words from left to right and from top to bottom on the printed page. K.4.5 Write by moving from left to right and from top to bottom.
Develop correct letter formation	K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
Recognize and name letters of the alphabet (upper case and lower case)	K.1.6 Recognize and name all capital and lowercase letters of the alphabet.
Begin Phonics: Break down sentences into words and words into sounds	K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words. K.1.5 Distinguish letters from words.
Understand that letters represent sounds;	K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
Identify letter sounds;	K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
Identify words that rhyme;	K.1.10 Say rhyming words in response to an oral prompt.
Orally blend sounds to make words;	K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated. K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
Break words into syllables;	K.1.13 Count the number of syllables in words.
Identify the beginning and ending sounds of short spoken words, etc.	K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.
Sound out short words (e.g. cat, bag, get)	K.1.14 Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.
Begin to recognize common words by sight (e.g. a, the, I, is, you)	K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.
Read some simple phrases or sentences	K.1.4 Recognize that sentences in print are made up of separate words. K.1.16 Use self-correcting strategies when reading simple sentences.
Practice distinguished reality from fantasy in stories	K.3.1 Distinguish fantasy from reality.
Discuss what, when, where, how, why, and what-if questions about readings	K.1.3 Understand that printed materials provide information. K.2.3 Generate and respond to questions (who, what, where).

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Read simple stories and beginning reader books (silently and aloud) Discuss stories with group	K.3.2 Retell (beginning, middle, end) familiar stories. K.3.3 Identify characters, settings, and important events in a story. K.3.4 Identify favorite books and stories.
Speaking and Listening	
Orally present information to the class (e.g. "show and tell") Participate in group discussions	K.4.6 Ask how and why questions about a topic of interest. K.7.2 Share information and ideas, speaking in complete, coherent sentences. K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions. 1.7.10 Use visual aids, such as pictures and objects, to present oral information.
Tell what happened after listening to stories; predict what will happen next Retell the main points of the story in sequence	K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language. K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).
Tell what happened after listening to stories; predict what will happen next	K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
Listen to and follow oral directions	K.7.1 Understand and follow one- and two-step spoken directions.

Literature	
Identify basic story parts (e.g. title, beginning, end)	K.1.1 Identify the front cover, back cover, and title page of a book. K.2.1 Locate the title and the name of the author of a book.
Listen to and join in saying short poems	K.7.4 Recite short poems, rhymes, and songs.
Read and listen to nonfiction prose, stories, fables, and legends. Discuss.	K.3.5 Understand what is heard or seen by responding to questions (who, what, where).
	K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).
Apply some basic literary terms (e.g. author, illustrator, character)	1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.
Take part in a class play	K.7.4 Recite short poems, rhymes, and songs.
Identify some conventions and terms of drama	
Tell and "write" their own stories (by drawing pictures, dictation, etc.)	K.4.1 Discuss ideas to include in a story. K.4.2 Tell a story that the teacher or some other person will write. K.4.3 Write using pictures, letters, and words. K.5.1 Draw pictures and write words for a specific reason. K.5.2 Draw pictures and write for specific people or persons. K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).

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Writing	
Correctly form letters	K.4.5 Write by moving from left to right and from top to bottom.
Read and write own name (first and last)	K.1.17 Read their own names.
Write all letters of the alphabet (upper case and lower case)	K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.
Use letter-sound knowledge to write simple words and messages	K.1.4 Recognize that sentences in print are made up of separate words. K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).
With help, practice writing brief compositions	K.5.1 Draw pictures and write words for a specific reason. 1.5.1 Write brief narratives (stories) describing an experience. 1.5.2 Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.
Grammar and Usage	
Capitalize the first word of a sentence, names of people, and pronoun "I"	1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.
Recognize question marks, and exclamation points at ends of sentences	1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.
Make words plural by adding s	1.6.3 Identify and correctly use singular and plural nouns (dog/dogs).
Spelling	
Spell words dictated by teacher	K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
Correctly spell short words	
Recognize simple spelling rules reflected in phonics	K.1.20 Identify and sort common words in basic categories.
Reference Begin to use dictionary Lean to use reference sources – children's encyclopedia, fact book, etc.	K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center. K.1.21 Identify common signs and symbols. K.2.4 Identify types of everyday print materials. K.2.5 Identify the order (first, last) of information. K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).

Kindergarten Mathematics	
Patterns and Classification	
Sort and classify objects by size, shape, color,	K.4.8 Organize and classify information into

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function, etc.	categories of how and why or by color or size. 1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Explain the rule used.
Practice recognizing sets of objects and define a set by the shared attributes of its members	K.1.9 Record and organize information using objects and pictures. K.3.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group. K.4.2 Compare and sort common objects by position, shape, size, roundness, and number of vertices.
Identify items that belong or do not belong in a given set	K.1.1 Match sets of objects one-to-one.
Work with simple patterns involving shapes, sizes, colors, numbers, etc.	K.3.2 Identify, copy, and make simple patterns with numbers and shapes.
Numbers and Number Sense	
Use concepts of "same as," "more than," "less than," "most," and "least"	K.1.2 Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another. K.1.8 Use correctly the words *one/many*, *none/some/all*, *more/less*, and *most/least*.
Recognize place value (ones, tens, hundreds, thousands)	1.1.3 Identify the number of tens and ones in numbers less than 100.
Count, read, and write numbers from l to 100 understanding number quantity and quality	1.1.1 Count, read, and write whole numbers* up to 100.
Count backward from l0: forward by twos to 10, by fives and tens to 100	2.1.1 Count by ones, twos, fives, and tens to 100.
Count and write the by number of objects in a set	K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10).
Tell "one more than" and "one less than" a given number	K.1.7 Find the number that is one more than or one less than any whole number* up to 10. 1.1.4 Name the number that is one more than or one less than any number up to 100.
Practice using "more" and "less" with numbers; count how many more or less	K.1.3 Know that larger numbers describe sets with more objects in them than sets described by smaller numbers.
Interpret simple picture graphs	1.1.10 Represent, compare, and interpret data using pictures and picture graphs.
Identify ordinal positions, 1st through 10th	1.1.6 Match the number names (*first*, *second*, *third*, etc.) with an ordered set of up to 10 items.
Compare quantities using the signs <, >, and =	1.1.4 Name the number that is one more than or one less than any number up to 100.
Recognize what simple fractions represent: ½, 1/3, and ¼	K.1.4 Divide sets of ten or fewer objects into equal groups. K.1.5 Divide shapes into equal parts.
Money	
Recognize pennies, nickels, dimes, quarters, and one-dollar bills	
Recognize the $ and ¢ signs; write money	

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amounts using ¢ sign	
Understand relative values of penny, nickel, dime and quarter	1.5.7 Identify and give the values of collections of pennies, nickels, and dimes.
Computation	
Add and subtract to 10,000 using concrete objects	1.2.1 Show the meaning of addition (putting together, increasing) using objects. 1.2.2 Show the meaning of subtraction (taking away, comparing, finding the difference) using objects.
Recognize meanings of + and – signs	1.2.5 Understand the meaning of the symbols +, –, and =.
Solve addition facts to 12 and corresponding subtraction facts	K.2.1 Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined). K.2.2 Model subtraction by removing objects from sets (for numbers less than 10).
Study the inverse relation between addition and subtraction	K.2.3 Describe addition and subtraction situations (for numbers less than 10). 1.2.7 Understand and use the inverse relationship between addition and subtraction facts (such as 4 + 2 = 6, 6 – 2 = 4, etc.) to solve simple problems.
Add and subtract two-digit numbers without regrouping (e.g., 33 + 4 + 37)	2.2.2 Add two whole numbers less than 100 with and without regrouping. 2.2.3 Subtract two whole numbers less than 100 without regrouping.
Solve basic one-step story and picture problems	K.6.1 Choose the approach, materials, and strategies to use in solving problems. K.6.2 Use tools such as objects or drawings to model problems. K.6.3 Explain the reasoning used with concrete objects and pictures. K.6.4 Make precise calculations and check the validity of the results in the context of the problem.
Measurement	
Identify and use familiar instruments of measurement (e.g., ruler, scale, thermometer)	K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more.
Take part in simple measuring and weighing activities	K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more.

Tell whether objects are taller or shorter, heavier or lighter, etc.	K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more.
Practice orienting themselves in time (e.g., morning, afternoon, tomorrow)	K.5.2 Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time

Tell time to the hour using a clock face	K.5.2 Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time
Memorize days of week and months of year	K.5.2 Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time
Geometry	
Identify and draw basic plane figures: square, rectangle, triangle, circle	K.4.1 Identify and describe common geometric objects: circle, triangle, square, rectangle, and cube.
Identify basic solid figures: sphere, cube, cone	1.4.4 Identify objects as two-dimensional or three-dimensional.
Use terms describing location (e.g., "put the triangle to the right of the square")	K.4.3 Identify and use the terms: *inside*, *outside*, *between*, *above*, and *below*. 1.4.6 Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.

Kindergarten Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, books, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the concepts of science.	
Topics Studied:	By Implementing:

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Concepts of Science Understand what science is the purposes of science Understanding our world and responding to it Scientific thinking accurate observation gathering of data experimentation	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Scientific thinking Accurate observation Gathering of data Experimentation	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
The Earth and the Universe Formation of the Earth Identify land forms: continents, oceans, islands and lakes. **Matter and Energy** Structure of Matter Identify sounds	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Kindergarten, students learn that objects are made of different materials and that they move in different ways

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The Body	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Kindergarten, students learn that different types of plants and animals inhabit Earth.
Structure and Functions	
Name and locate major parts of the body and their functions.	
Growth and Nutrition	
Develop proper eating habits	
Body Care	
Cleanliness	
Living Things	
Plants	
Identify and draw parts of plant, leaf, flower, fruit, root and seed.	
Animals	
Name and classify selected animals	
Ecology	
General Study of the environment	
Light, Heat, Humidity	
Common needs of living beings	
Interaction of living beings and physical environment	
Measurement	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life — problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Identify and use familiar instruments of measurement (e.g., ruler, scale, thermometer)	
Take part in simple measuring and weighing activities	
Safety and First Aid	**Standard 6 — Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and field work, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.
Identify the measures of safety in the home, at school and on the street.	

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Kindergarten Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
The Universe Time Understand the concept of time Space Identify earth, land and water	**Standard 1 — History** Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation
Our Nation Foundation and Development Study the discovery of America: Explorers and American Indians Characteristics of our Country Physical Socio-economic	**Standard 2 — Civics and Government** Students learn that they are citizens of their school, community, and country; identify symbols of the state and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.
Man Significance of Man in the Universe Acquaint class with family, community, country, world **Environment** Identify continents by shapes, names and locations	**Standard 3 — Geography** Students learn that maps and globes are different ways of representing Earth's surface and begin to explore the geographic characteristics of their homes, school, and community.
Fundamental Needs Understand basic material needs of man: dwelling, nourishment, clothing, transportation and defense Ways people meet their needs. Careers.	**Standard 4 — Economics** Students explain how people do different jobs and work to meet basic economic wants.
Society and Civilization Responsibility in Group Living The Great Civilizations Social Health	**Standard 5 — Individuals, Society, and Culture** Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.

First Grade Language Arts	
Reading and Comprehension	
Continue phonics work: Count the syllables in a word, Identify letter sounds in words, Blend letter sounds to make words,	1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound). 1.1.5 Recognize different vowel sounds in orally

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Change sounds to make new words, etc.	stated single-syllable words. 1.1.8 Add, delete, or change sounds to change words. 1.1.9 Blend two to four phonemes (sounds) into recognizable words.
Sound out unfamiliar words when reading	1.1.10 Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a*, *e*, *i*, *o*, *u*), and blend those sounds into recognizable words. 1.1.13 Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the *ea* in *eat*) and knowledge of how vowel sounds change when followed by the letter *r* (such as the *ea* in the word *ear*).
Accurately read single-syllable and most two-syllable words	1.1.1 Match oral words to printed words. 1.1.6 Recognize that vowels' sounds can be represented by different letters. 1.1.11 Read common sight words (words that are often seen and heard). 1.1.12 Use phonic and context clues as self-correction strategies when reading. 1.1.14 Read common word patterns (*-ite*, *-ate*). 1.1.15 Read aloud smoothly and easily in familiar text.
Predict what will happen in stories and later discuss whether prediction was right	1.2.2 Identify text that uses sequence or other logical order. 1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, *when* or cause and effect, such as *because*, *since*, *therefore*, *so*). 1.3.3 Confirm predictions about what will happen next in a story.
Recall incidents, characters, facts, and details of texts	2.5.1 2.5.7 Write responses to literature that demonstrates an understanding of what is read.
Answer what, how, why, and what-if questions about readings	1.2.3 Respond to *who*, *what*, *when*, *where*, *why*, and *how* questions and recognize the main idea of what is read. 1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).
Discuss similarities in characters and events from different stories	2.3.1 Compare plots, settings, and characters presented by different authors. 2.3.3 Compare and contrast versions of same stories from different cultures.
Retell stories and explain information gained from a text in their own words	1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending. 2.5.2 2.5.7 Write responses to literature that

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	demonstrate an understanding of what is read.
Read and understand simple instructions	1.2.4 Follow one-step written instructions.
Read outside of school at least fifteen minutes daily	
Literature	
Read and listen to poems, stories, nonfiction prose, myths, and tall tales	1.3.4 Distinguish fantasy from reality. 1.7.6 Recite poems, rhymes, songs, and stories.
Tell and write their own stories	1.7.8 Relate an important life event or personal experience in a simple sequence.
Recognize more basic literary terms (e.g., myth, limerick)	1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection. 1.2.2 1.3.2 Describe the roles of authors and illustrators.
Speaking and Listening	
Orally present information to the class (e.g. "show and tell")	2.5.3 1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions. 2.5.4 1.7.9 Provide descriptions with careful attention to sensory detail. 1.7.10 Use visual aids, such as pictures and objects, to present oral information.
Participate in group discussions	1.7.5 Use descriptive words when speaking about people, places, things, and events. 1.7.4 Stay on the topic when speaking.
Tell what happened after listening to stories; predict what will happen next	1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, *when* or cause and effect, such as *because*, *since*, *therefore*, *so*).
Listen to and follow oral directions	1.7.1 Listen attentively. 1.7.2 Ask questions for clarification and understanding. 1.7.3 Give, restate, and follow simple two-step directions.
Writing	
Write brief stories, poems, letters, descriptions, and reports	1.1.7 Create and state a series of rhyming words. 1.5.3 Write simple rhymes.
With help, write short compositions with a beginning, middle, and end	1.4.1 Discuss ideas and select a focus for group stories or other writing. 1.4.2 Use various organizational strategies to plan writing. 1.5.4 Use descriptive words when writing.
Practice using paragraphs	1.5.1 Write brief narratives (stories) describing an experience. 1.5.2 Write brief expository (informational)

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	descriptions of a real object, person, place, or event, using sensory details.
With help, revise work for clarity and edit for spelling and mechanics	1.4.3 Revise writing for others to read. 1.5.5 Write for different purposes and to a specific audience or person.
Practice writing neatly	1.6.1 Print legibly and space letters, words, and sentences appropriately. 1.6.2 Write in complete sentences. 1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*.
Spelling and Vocabulary	
Correctly spell words containing spelling patterns studied so far	1.6.8 Spell correctly three- and four-letter words (*can*, *will*) and grade-level-appropriate sight words (*red*, *fish*).
Recognize and review spelling rules (e.g., the f sound is sometimes spelled ph, as in "phone")	1.1.17 Read and understand root words (*look*) and their inflectional forms (*looks*, *looked*, *looking*).
Recognize some common contractions (e.g., can't, I'm) and abbreviations (e.g., Mr., Ms.)	1.6.4 Identify and correctly write contractions (*isn't*, *aren't*, *can't*). 1.1.16 Read and understand simple compound words (*birthday*, *anything*) and contractions (*isn't*, *aren't*, *can't*, *won't*).
Provide synonyms (e.g., happy, glad) and antonyms (e.g., hot, cold) for given words	
Grammar and Usage	
Identify what nouns are; how to make singular nouns plural	1.6.3 Identify and correctly use singular and plural nouns (*dog/dogs*). 1.6.5 Identify and correctly write possessive nouns (*cat's meow*, *girls' dresses*) and possessive pronouns (*my/mine*, *his/hers*).
Study correct usage of verbs; how to change from present to past tense	2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).
Recognize what adjectives are; use adjectives to compare by adding er and est	1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points. 1.6.6 Correctly use periods (*I am five.*), exclamation points (*Help!*), and question marks (*How old are you*?) at the end of sentences.
Practice using capital letters, periods, question marks, exclamation points	
Use commas in dates and addresses	2.6.5 Use commas in the greeting (*Dear Sam,*) and closure of a letter (*Love, or Your friend,*) and with dates (*March 22, 2000*) and items in a series (*Tony, Steve, and Bill*).
Reference	1.1.2 Identify letters, words, and sentences.
Begin using dictionary to check spelling and word meanings	)1.1.18 Classify categories of words.

Lean to use reference sources – children's encyclopedia, fact book, etc.	1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles 1.1.19 Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols. 1.4.6 Organize and classify information by constructing categories on the basis of observation.
Integrated	1.2.5 Use context (the meaning of the surrounding text) to understand word and sentence meanings.
	1.2.7 Relate prior knowledge to what is read.
	1.4.4 Begin asking questions to guide topic selection and ask *how* and *why* questions about a topic of interest.

First Grade Mathematics	
Number and Number Sense	
Read, write, order, and compare whole numbers up to l,000	1.1.1 Count, read, and write whole numbers up to 100. 1.1.2 Identify the number of tens and ones in numbers less than 100. 1.1.4 Name the number that is one more than or one less than any number up to 100. 1.1.5 Compare whole numbers up to 10 and arrange them in numerical order.
Count by twos, fives, tens, fifties, and hundreds	1.1.2 Count and group objects in ones and tens. 2.1.1 Count by ones, twos, fives, and tens to 100.
Use a number line	1.6.2 Use tools such as objects or drawings to model problems.
Identify ordinal positions, 1st through 20th	1.1.6 Match the number names (*first*, *second*, *third*, etc.) with an ordered set of up to 10 items.
Identify even and odd numbers	2.1.7 Identify odd and even numbers up to 100.
Identify place values in three-digit numerals	
Round numbers to the nearest ten	2.1.4 Name the number that is ten more or ten less than any number 10 through 90.
Make and read simple charts and bar graphs	1.1.10 Represent, compare, and interpret data using pictures and picture graphs.
Extend patterns that use numbers, symbols, etc. (e.g., 5, 8, 11, 14….)	1.3.4 Create and extend number patterns using addition.
Recognize simple fractions: ½, ⅓, ¼ 1/5, 1/6, ⅛, 1/10	1.1.7 Recognize when a shape is divided into congruent (matching) parts. 1.1.8 For a shape divided into 8 or fewer congruent (matching) parts, describe a shaded portion as "__ out of __ parts" and write the fraction. 1.1.9 For a set of 8 or fewer objects, describe a subset as "__ out of __ parts" and write the fraction.
Money	
Read and write money amounts using the $ and	1.5.7 Identify and give the values of collections of

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the ¢ signs, and the decimal point	pennies, nickels, and dimes.
Show how different combinations of coins equal the same amounts	1.2.3 Show equivalent forms of the same number (up to 20) using objects, diagrams, and numbers. 2.5.12 Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars.
Computation	
Add and subtract with two and three digit numbers	1.2.5 Understand the meaning of the symbols +, –, and =. 1.2.1 Show the meaning of addition (putting together, increasing) using objects. 1.2.2 Show the meaning of subtraction (taking away, comparing, finding the difference) using objects. 1.2.4 Demonstrate mastery of the addition facts (for totals up to 20) and the corresponding subtraction facts.
Solve addition facts to 20 and corresponding subtraction facts	1.2.6 Understand the role of zero in addition and subtraction. 1.2.7 Understand and use the inverse relationship between addition and subtraction facts (such as 4 + 2 = 6, 6 – 2 = 4, etc.) to solve simple problems. 1.3.3 Recognize and use the relationship between addition and subtraction
Estimate sums and differences	1.6.3 Explain the reasoning used and justify the procedures selected in solving a problem. 1.6.4 Make precise calculations and check the validity of the results in the context of the problem. 1.6.5 Understand and use connections between two problems.
Use addition to check subtraction	1.2.7 Understand and use the inverse relationship between addition and subtraction facts (such as 4 + 2 = 6, 6 – 2 = 4, etc.) to solve simple problems. 1.3.3 Recognize and use the relationship between addition and subtraction.
Practice multiplying single-digit numbers by l, 2, 3, 4, 5	3.2.2 Represent the concept of multiplication as repeated addition.
Solve simple word problems involving addition, subtraction, and multiplication	1.6.1 Choose the approach, materials, and strategies to use in solving problems.
Solve simple equations in the form of ___ - 9 = 7 and 4 x ___ = 8	1.3.1 Write and solve number sentences from problem situations involving addition and subtraction. 1.3.2 Create word problems that match given number sentences involving addition and subtraction.
Measurement	
Take simple measurements of length, weight, volume, and temperature	1.5.1 Measure the length of objects by repeating a nonstandard unit or a standard unit 1.5.2 Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used.
Practice measuring with standard units (e.g.,	1.5.4 Measure and estimate the length of an object to

inches, centimeters, pounds)	the nearest inch and centimeter. 1.5.3 Recognize the need for a fixed unit of length. 1.5.5 Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a nonstandard unit.
Tell time to the half hour	1.5.6 Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer).
Correctly write the date and find it on a calendar	
Geometry	
Recognize properties of basic shapes (e.g., a square has four equal sides)	1.4.1 Identify, describe, compare, sort, and draw triangles, rectangles, squares, and circles. 1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Explain the rule used.
Measure perimeters of squares and rectangles	1.4.7 Identify geometric shapes and structures in the environment and specify their location.
Associate solid figures with planar shapes (e.g., sphere with circle, cube with square)	1.4.2 Identify triangles, rectangles, squares, and circles as the faces* of three-dimensional objects. 1.4.4 Identify objects as two-dimensional or three-dimensional.
Identify lines of symmetry and create simple symmetric figures	2.4.4 Identify congruent two-dimensional shapes in any position.
Integrated	
	1.4.5 Give and follow directions for finding a place or object. 1.4.6 Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of. 1.6.5 Understand and use connections between two problems.

First Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:

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Concepts of Science Understand what science is the purposes of science Understanding our world and responding to it Scientific thinking accurate observation gathering of data experimentation	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Scientific thinking accurate observation gathering of data experimentation	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
Matter and Energy Structure of Matter Sun, electricity and shadows	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Grade 1, students learn that objects continually move and change within the environment.
The Body Structure and Functions Identify five senses and functions of each Recognize the relationship of the sense to the brain	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living

Growth and Nutrition Identify four basic food groups and their relationship to a balanced diet **Body Care** Identify bacteria and functions **Life Forms** **- Plants** Observe and draw parts of plant, leaf, flower, fruit, root and seed. Identify plants common names **- Animals** Identify and classify selected animals. **- Ecology** General study of the environment Common needs of living beings Light, Heat, Humidity Interaction of living beings and physical environment	organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 1, students learn that a great diversity exists among plants and animals.
Measurement Measure, estimate, and compare objects by size, weight, capacity, and quantity **Scientific Tools** Use a thermometer, balance, scale, etc	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life — problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Safety and First Aid Identify the basic fire rules and regulations	**Standard 6 — Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and field work, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.

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First Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
The Universe	**Standard 1 — History** Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.
Time	
Introduction of centuries	
Study concept of time: hours of the day, telling time	
Space	
Identify earth, land and water; construct forms, locate forms of a globe	
Explain the solar system including names and locations of sun and planets	
Our Nation	**Standard 2 — Civics and Government** Students learn that they are citizens of their school, community, and country; identify symbols of the state and nation; understand examples of responsible citizenship; follow school rules; and know why rules are needed for order and safety.
Foundation and Development	
Study the discovery of America: Explorers and American Indians	
Characteristics of our Country	
Physical	
Socio-economic	
Man	**Standard 3 — Geography** Students learn that maps and globes are different ways of representing Earth's surface and begin to explore the geographic characteristics of their homes, school, and community.
Significance of Man in the Universe	
Acquaint class with family, community, country, world	
Environment	
Identify continents by shapes, names and locations	
The Earth and the Universe	
Formation of the Earth	
Explore topography, formation and parts of mountains, coast line irregularities, formation of volcanoes including cones and lave	
Identify earth, land and water; construct forms, locate forms of a globe	
Fundamental Needs	**Standard 4 — Economics** Students explain how people do different jobs and work to meet basic economic wants.
Understand basic material needs of man: dwelling, nourishment, clothing, transportation and defense	
Explore ways people meet their needs both in the past and today	

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Society and Civilization	**Standard 5 — Individuals, Society, and Culture** Students identify themselves as individuals who interact with other individuals and groups, including the family, school, and community; and identify ways that people, who are similar and different, make up the community.
Responsibility in Group Living	
The Great Civilizations	
Social Health	

Second Grade Language Arts	
Reading and Comprehension	
Continue phonics work: count the syllables in a word, identify complex letter sounds in words, etc.	2.1.1 Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words and clearly pronouncing blends and vowel sounds.
Sound out unfamiliar words when reading	2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur*, *vacation*). 2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime*, *lunchroom*, *daydream*, *raindrop*). 2.1.11 Know and use common word families (such as -*ale*, -*est*, -*ine*, -*ock*, -*ump*) when reading unfamiliar words.
Accurately read single-syllable, two-syllable and most multi-syllable words	2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.
Independently read longer works of fiction and nonfiction	
Orally summarize main points form readings	2.7.10 Recount experiences or present stories that move through a logical sequence of events (chronological order, order of importance, spatial order) and/or describe story elements, including characters, plot, and setting.
Ask and answer what, how, why, and what-if questions about texts	2.2.4 Ask and respond to questions (*when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.
Use a dictionary to look up unfamiliar words	2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).
Recall incidents, characters, facts, and details of texts	2.2.5 Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
Read and understand instructions	2.2.8 Follow two-step written instructions.
Use a table of contents and index	2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.
Predict what will happen in stories and later discuss whether prediction was right	2.2.6 Recognize cause-and-effect relationships in a text. 2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the* .. 2.3.5 Confirm predictions about what will happen next in a story.
Discuss similarities in characters and events from different stories	2.3.1 Compare plots, settings, and characters presented by different authors.

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	2.3.3 Compare and contrast versions of same stories from different cultures.
Retell stories and explain information learned from a text in own words	2.2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.3.7 Identify the meaning or lesson of a story. 2.7.8 Retell stories, including characters, setting, and plot.
Read outside of school at least twenty minutes daily	2.5.7 Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text.
Literature	
Read and listen to poems , stories , nonfiction prose, and mythology	2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction. 2.7.13 Recite poems, rhymes, songs, and stories.
Tell and write stories	2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as in informal discussion or a report to class).
Identify more literary terms (e.g., biography, autobiography, fiction, nonfiction)	2.3.6 Recognize the difference between fantasy and reality.
Speaking and Listening	
Orally present information to the class (e.g. reports and "show and tell")	2.5.5 Organize presentations to maintain a clear focus. 2.5.6 Tell experiences in a logical order (chronological order, order of importance, spatial order). 2.5.7 2.7.9 Report on a topic with supportive facts and details. 2.7.12 Use descriptive words when speaking about people, places, things, and events. 2.7.11 Report on a topic with facts and details, drawing from several sources of information. 2.7.14 Provide descriptions with careful attention to sensory detail.
Participate in group discussions	
Tell what happened after listening to stories; predict what will happen next	2.5.8 Determine the purpose or 2.5.9 purposes of listening (such as to obtain information, to solve problems, or to enjoy humor). 2.5.10 Ask for clarification and explanation of stories and ideas. 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.
Listen to and follow oral directions	2.7.4 Give and follow three- and four-step oral directions.

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Writing	
Write brief stories, reports, poems, letters, descriptions, etc.	2.4.3 Find ideas for writing stories and descriptions in pictures or books. 2.5.4 Write rhymes and simple poems. 2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
Continue to develop and practice correct penmanship skills, neatness, formation, spacing	
Find information in basic sources (e.g., children's encyclopedia) to write reports	2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, or atlas).
Use letter-writing conventions (e.g., heading, salutation, closing, signature)	2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.
Practice writing paragraphs with topic sentence, central idea, supporting details	2.5.11 Write brief narratives based on experiences that move through a logical sequence of events (chronological order, order of importance) and/or describe the setting, characters, objects, and events in detail. 2.5.2 Write a brief description of a familiar object, person, place, or event that develops a main idea and/or uses details to support the main idea. 2.5.5 Use descriptive words when writing. 2.5.6 Write for different purposes and to a specific audience or person.
With help, practice organizing, drafting, revising, and proofreading writings	2.4.1 Create a list of ideas for writing. 2.4.2 Organize related ideas together to maintain a consistent focus. 2.4.5 Use a computer to draft, revise, and publish writing. 2.4.6 Review, evaluate, and revise writing for meaning and clarity. 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.
Research and write basic report	2.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors) and organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation.
Spelling and Vocabulary	
Get regular practice at spelling and vocabulary enrichment	2.6.8 Spell correctly words like *was*, *were*, *says*, *said*, *who*, *what*, and *why*, which are used frequently but do

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Spell most words correctly when writing use dictionary to check spellings	not fit common spelling patterns. 2.6.9 Spell correctly words with short and long vowel sounds (*a*, *e*, *i*, *o*, *u*), r-controlled vowels (*ar*, *er*, *ir*, *or*, *ur*), and consonant-blend patterns (*bl*, *dr*, *st*).
Study use of prefixes (e.g., re, un, dis) and suffixes (e.g., er, less, ly)	2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting*, *slide/sliding*) when reading. 2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as *-ful*).
Identify synonyms, antonyms, homonyms	2.1.7 Understand and explain common synonyms (words with the same meaning) and antonyms (words with opposite meanings).
Practice using homophones correctly (e.g., by, buy; to, too, two)	2.1.10 Identify simple multiple-meaning words (*change*, *duck*).
Recognize common abbreviations (e.g., St., U.S.A., ft.)	2.1.4 Recognize common abbreviations (*Jan.*, *Fri.*).
Grammar and Usage	
Identify subjects and predicates in simple sentences	2.6.3 Use the correct word order in written sentences.
Distinguish complete sentences from fragments; identify subjects and predicates	2.6.2 Distinguish between complete (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball*).
Identify and use declarative, interrogative, imperative, and exclamatory sentences	
Study use of nouns, pronouns (singular and plural), verbs (action and helping), adjectives (including articles a, an, the), and adverbs	2.1.5 Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children*, *mouse/mic*e). 2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement). 2.6.7 Capitalize all proper nouns (names of specific people or things, such as *Mike*, *Indiana*, *Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr.*, *Mr.*, *Mrs.*, *Miss*) and initials in names.
Know how to use: period, question mark, exclamation point, comma (in dates; addresses; in a series; after yes and no), apostrophe (in contractions and possessive nouns)	2.6.5 Use commas in the greeting (*Dear Sam,*) and closure of a letter (*Love, or Your friend,*) and with dates (*March 22, 2000*) and items in a series (*Tony, Steve, and Bill*). 2.6.6 Use quotation marks correctly to show that someone is speaking.
Recognize and avoid the double negative	
Integrated	
	2.2.2 State the purpose for reading.
	2.2.7 Interpret information from diagrams, charts, and graphs.
	2.2.9 Use context (the meaning of the surrounding

	text) to understand word and sentence meanings.
	2.3.2 Create different endings to stories and identify the problem and the impact of the different ending.

Second Grade Mathematics	
Numbers and Number Sense	
Read, write, order, and compare whole numbers up to 999,999; recognize place value of each digit	2.1.3 Identify numbers up to 100 in various combinations of tens and ones. 2.1.5 Compare whole numbers up to 100 and arrange them in numerical order. 2.1.2 Identify the pattern of numbers in each group of ten, from tens through nineties. 2.1.7 Identify odd and even numbers up to 100.
Count (forward and backward) by twos, threes, fives, tens, fifties, and hundreds	2.1.1 Count by ones, twos, fives, and tens to 100.
Round numbers to the nearest ten and nearest hundred	3.1.6 Round numbers less than 1,000 to the nearest ten and the nearest hundred.
Locate numbers on number line	2.1.6 Match the number names (*first*, *second*, *third*, etc.) with an ordered set of up to 100 items. 2.6.1 Choose the approach, materials, and strategies to use in solving problems. 2.6.2 Use tools such as objects or drawings to model problems.
Make and read bar graphs and line graphs	2.3.3 Recognize and extend a linear pattern by its rules. 2.3.4 Create, describe, and extend number patterns using addition and subtraction. 2.1.11 Collect and record numerical data in systematic ways. 2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs. 2.6.1 Choose the approach, materials, and strategies to use in solving problems.
Identify Roman numerals from 1 to 10 (I-XX)	
Fractions and Decimals	
Recognize fractions to 1/10	2.1.8 Recognize fractions as parts of a whole or parts of a group (up to 12 parts).
Write mixed numbers (e.g., 4¾)	2.1.10 Know that, when all fractional parts are included, the result is equal to the whole and to one.
Equate and compare simple fractions (e.g., ½ = 3/6; ⅝ > 3/8	2.1.9 Recognize, name, and compare 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 $\frac{1}{12}$.
Money	
Write amounts of money using $ and ¢ signs and the decimal point	
Make change, using as few coins as possible	2.5.12 Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars. 4.5.10 Determine the amount of change from a purchase.

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Computation	
Find the sum of any two whole numbers	2.2.1 Model addition of numbers less than 100 with objects and pictures. 2.2.2 Add two whole numbers less than 100 with and without regrouping. 2.3.2 Use the commutative* and associative* properties for addition to simplify mental calculations and to check results.
Given two whole numbers of 10,000 or less, find the difference between them	2.2.3 Subtract two whole numbers less than 100 without regrouping. 2.2.4 Understand and use the inverse relationship between addition and subtraction.
Solve multiplication facts to 10 x 10 and corresponding division facts	4.2.4 Demonstrate mastery of the multiplication tables for numbers between 1 and 10 and of the corresponding division facts.
Understand multiplication and division as opposite operations	3.2.4 Know and use the inverse relationship between multiplication and division facts
Multiply two and three digit numbers by one digit numbers (e.g., 52 x 8 = ___) using manipulatives	4.2.5 Use a standard algorithm to multiply numbers up to 100 by numbers up to 10, using relevant properties of the number system.
Divide two and three digit numbers by one digit numbers (e.g., 91 ÷ 7 = ___) using manipulatives	4.2.6 Use a standard algorithm to divide numbers up to 100 by numbers up to 10 without remainders, using relevant properties of the number system.
Practice mental computations and estimating sums, differences and products	2.2.5 Use estimation to decide whether answers are reasonable in addition problems. 2.2.6 Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100. 2.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.
Solve simple two-step word problems	2.3.1 Relate problem situations to number sentences involving addition and subtraction. 2.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.
Solve problems with more than one operation, as for example (4 – 2) x (5 + 3) = ___	3.3.2 Solve problems involving numeric equations. 2.6.4 Make precise calculations and check the validity of the results in the context of the problem. 2.6.5 Understand and use connections between two problems.
Measurement	
Measure, estimate, and compare objects by size, weight, capacity, and quantity	2.5.3 Decide which unit of length is most appropriate in a given situation. 2.5.4 Estimate area and use a given object to measure the area of other objects. 2.5.5 Estimate and measure capacity using cups and pints. 2.5.6 Estimate weight and use a given object to measure the weight of other objects. 2.5.7 Recognize the need for a fixed unit of weight.

Make measurements using standard units (e.g., 1 yard = 36 inches)	2.5.1 Measure and estimate length to the nearest inch, foot, yard, centimeter, and meter. 2.5.2 Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.
Tell time to five-minute intervals	2.5.9 Tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.
Solve simple problems about elapsed time (how much time has passed?)	2.5.10 Know relationships of time: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year. 2.5.11 Find the duration of intervals of time in hours.
Geometry	
Identify various polygons (e.g., regular pentagons, hexagons, octagons)	2.4.1 Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials 2.4.3 Investigate and predict the result of putting together and taking apart two-dimensional and three-dimensional shapes. 2.4.5 Recognize geometric shapes and structures in the environment and specify their locations.
Study concept of area; measure areas of simple figures	2.4.4 Identify congruent two-dimensional shapes in any position.
Identify basic solids (e.g., spheres, cubes, pyramids)	2.4.2 Describe, classify, and sort plane and solid geometric shapes (triangle, square, rectangle, cube, rectangular prism) according to the number and shape of faces and the number of sides, edges and/or vertices. 3.4.3 Identify, describe, and classify: cube, sphere, prism, pyramid, cone, and cylinder.
Identify lines of symmetry; create symmetric figures	3.4.8 Identify and draw lines of symmetry in geometric shapes (by hand or using technology).
Integrated	2.5.8 Estimate temperature. Read a thermometer in Celsius and Fahrenheit.

Second Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:

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Concepts of Science Understand what science is the purposes of science understanding our world and responding to it Scientific thinking accurate observation gathering of data experimentation	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Scientific thinking accurate observation gathering of data experimentation **Ecology** Study water cycle – precipitation Study air cycle – winds, currents, etc. Study carbon-oxygen cycle Study nitrogen cycle Describe water cycle, carbox-oxygen cycle, air cycle, nitrogen cycle and bacteria Study prehistoric eco-systems	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand other's ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experience in science.
The Earth and the Universe Formation of the Earth Name and identify core, mantle and crust Hydrosphere Study precipitation, evaporation, oceans, lakes and rivers Study erosive action of rivers, currents, waterfalls and rapids List types of vegetation: rainless areas vs. abundant rainfall Study temperature areas	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of Matter and Energy and Forces of Nature. In Grade 2, students learn that change is a continual process.
Living Things Plants	**Standard 4 — The Living Environment**

Collect and study live plants Understand the meaning of "biology" Show relationship of biology to time line of life Study life cycles of plants	People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 2, students learn that although diverse, living things are dependent on one another and the environment.
Animals	
Identify classes of vertebrates Identify characteristics of skin, limbs, circulation, skeleton, respiration and reproduction	
Matter and Energy	
Types of Energy	
Study energy of the sun: heat and light	
Body	
Structure and Function	
Identify skeletal, muscular, circulatory and nervous systems and describe function of each	
Measurement	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life — problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Measure, estimate, and compare objects by size, weight, capacity, and quantity	
Scientific Tools	
Use a thermometer, balance, scale, etc	
Body	
Structure and Function	
Identify skeletal, muscular, circulatory and nervous systems and describe function of each	
Growth and Nutrition	**Standard 6 — Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on Constancy and Change within this standard provides students opportunities to engage in long-term and on-going laboratory and field work, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.
Identify basic food groups	
Safety and First Aid	
Study accident prevention	
Gain knowledge and observance of safety rules	

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Second Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
The Universe	**Standard 1 — History** Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways people and events of the past and present influence their lives.
Time	
Understand concept of time; past, present and future	
Understand centuries (B.C. and A.D.)	
Our Nation	**Standard 2 — Civics and Government** Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.
Foundation and development	
Study Thirteen Colonies	
Introduce Indians and regional divisions	
Introduce U.S. folklore	
Characteristics of Our Country	
Physical: name and locate principle lakes and islands of U.S.; recognize coast lines; locate principle ports	
The Earth and the Universe	**Standard 3 — Geography** Students will locate their community, state, and nation on maps and globes, identify major geographic characteristics of their local community, and explore geographic relationships between their community and other places.
Formation of the Earth	
Explore topography, formation and parts of mountains, coast line irregularities, formation of volcanoes including cones and lave	
Identify earth, land and water; construct forms, locate forms of a globe	
Environment	
Review land forms: principle islands, lakes, peninsulas, bays, isthmi and straits; and locate same on maps.	
Identify continents by shapes, names and locations	
Identify countries and capitals of Central and South America, Europe and Africa	
Study flags and nomenclature	
Fundamental Needs	**Standard 4 — Economics** Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.
Make vertical study of the needs of man: clothing, food, transportation, and defense	

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Society and Civilization	**Standard 5 — Individuals, Society, and Culture** Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.
Responsibility in Group Living	
Study responsibilities in group living: cooperation, division of labor, moral and social behavior, political leadership	
The Great Civilizations	
Study needs of man through history, human culture as an extension of needs on time scale, and universal needs	
Social Health	
Study sewage and garbage disposal, control of viruses and air pollution	

Third Grade Language Arts	
Reading and Comprehension	
Review and solidify phonics skills: syllables, complex letter, word attack skills, etc.	3.1.1 Know and use more difficult word families (-*ight*) when reading unfamiliar words. 3.1.2 Read words with several syllables.
Read most words and sound out unfamiliar words when reading	3.1.6 Use sentence and word context to find the meaning of unknown words. 3.1.9 Identify more difficult multiple-meaning words (such as *puzzle* or *fire*).
Independently read longer works of fiction and nonfiction	3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.
Summarize main points form readings	3.5.7 Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text.
Ask and answer what, how, why, and what-if questions about texts	3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.
Use a dictionary to look up unfamiliar words	3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.
Recall incidents, characters, facts, and details of texts	3.2.3 Show understanding by identifying answers in the text. 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.
Read and understand instructions	3.2.7 Follow simple multiple-step written instructions.
Use a table of contents and index	3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.
Predict what will happen in stories and later discuss whether prediction was right	3.2.4 Recall major points in the text and make and revise predictions about what is read. 3.3.8 Identify the problem and solutions in a story.
Discuss similarities in characters and events from different stories	3.2.5 Distinguish the main idea and supporting details in expository (informational) text. 3.3.7 Compare and contrast versions of the same stories from different cultures.
Retell stories and explain information gained from a text in their own words	3.2.4 Recall major points in the text and make and revise predictions about what is read.

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	3.2.8 Distinguish between cause and effect and between fact and opinion in informational text.
Literature	
Read novels, poems, stories, famous myths and legends, nonfiction prose and famous passages from speeches	3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction. 3.3.4 Determine the theme or author's message in fiction and nonfiction text.
Identify basic poetry terms (e.g., stanza, line)	3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds. 3.7.9 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.
Understand more literary terms and characteristics (e.g., novel, short story, plot, setting)	3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
Take part in dramatic activities	3.3.6 Identify the speaker or narrator in a selection. 3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays. 3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
Read outside of school at least twenty minutes daily	
Speaking and Listening	
Participate in group discussions	3.7.2 Connect and relate experiences and ideas to those of a speaker. 3.7.3 Answer questions completely and appropriately. 3.7.10 Compare ideas and points of view expressed in broadcast and print media or on the Internet. 3.7.11 Distinguish between the speaker's opinions and verifiable facts. 3.7.16 Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.
Orally present information to the class (e.g. "show and tell", written work,)	3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information. 3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea. 3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts. 3.7.12 Make brief narrative presentations that provide a context for an event that is the subject of the presentation and provide insight into why the selected event should be of interest to the audience.
Recall details, make predictions, and accurately	3.7.1 Retell, paraphrase, and explain what a speaker

retell stories after listening	has said.
Listen to and follow oral directions	3.7.15 Follow three- and four-step oral directions.
Use correct greetings, introductions, and social etiquette	3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that show awareness of the knowledge and interests of the audience, establish a purpose and context and include the date, proper salutation, body, closing, and signature.
Listen to presentation and discuss	3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues
Writing and Research	
Write reports, summaries, descriptions, letters, stories, and poems	3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet. 3.4.5 Use a computer to draft, revise, and publish writing. 3.5.1 Write narratives that provide a context within which an action takes place and include details to develop the plot. 3.5.2 Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea. 3.5.6 Write persuasive pieces that ask for an action or response.
Practice organizing, drafting, revising, and proofreading writings	3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas. 3.4.6 Review, evaluate, and revise writing for meaning and clarity. 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules. 3.5.4 Use varied word choices to make writing interesting.
Practice identifying the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion.	3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details. 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus. 3.4.8 Revise writing for others to read, improving the focus and progression of ideas. 3.5.5 Write for different purposes and to a specific audience or person.
Use different resources (e.g., encyclopedias, magazines, interviews) to write short reports	3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
Document sources in a rudimentary bibliography	3.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors)

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	and organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.
Spelling and Vocabulary	
Get regular practice in spelling and vocabulary enrichment	
Spell most words correctly when writing; use dictionary to check spellings	3.6.8 Spell correctly one-syllable words that have blends (*walk*, *play*, *blend*), contractions (*isn't*, *can't*), compounds, common spelling patterns (*qu-*; changing *win* to *winning*; changing the ending of a word from *-y* to *-ies* to make a plural, such as *cherry/cherries*), and common homophones (words that sound the same but have different spellings, such as *hair/hare*).
Practice using synonyms and antonyms	3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).
Use common abbreviations (e.g., *St., U.S.A., ft.*)	
Study more prefixes (e.g., *im, non, mis, pre*) and suffixes (e.g., *ily, ful, able, ment*)	3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as *un-*, *pre-*) and suffixes (word parts added at the end of words such as *-er*, *-ful*, *-less*) to determine the meaning of words.
Review homophones that often cause problems (e.g. there, their, they're; its, it's)	
Alphabetize	3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical). 3.6.9 Arrange words in alphabetical order.
Grammar and Usage	
Distinguish complete sentences, sentence fragments, and run-ons	4.6.2 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing
Identify subjects and predicates; study subject-verb agreement	3.6.3 Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).
Use declarative, interrogative, imperative, and exclamatory sentences	3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation; including Declarative, Imperative, and Exclamatory statements; and Interrogative questions.
Know the following parts of speech and how they are used: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, interjections	3.6.5 Identify and correctly use pronouns (*it*, *him*, *her*), adjectives (*brown eyes*, *two younger sisters*), compound nouns (*summertime*, *snowflakes*), and articles (*a*, *an*, *the*) in writing.
Know how to use the following punctuation: period, question mark, exclamation point, comma, apostrophe, quotation marks	3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation; including Declarative, Imperative, and Exclamatory statements; and Interrogative questions.

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	3.6.6 Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis). 3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events.
Integrated	
	3.6.4 Identify and use past (*he danced*), present (*he dances*), and future (*he will dance*) verb tenses properly in writing.
	3.7.4 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*).
	3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.

Third Grade Mathematics	
Numbers and Number Sense	
read, write, order, and compare whole numbers; recognize place value of each digit	3.1.1 Count, read, and write whole numbers up to 1,000. 3.1.2 Identify and interpret place value in whole numbers up to 1,000 3.1.3 Use words, models, and expanded form to represent numbers up to 1,000 3.1.4 Identify any number up to 1,000 in various combinations of hundreds, tens, and ones. 3.1.5 Compare whole numbers up to 1,000 and arrange them in numerical order
count (forward and backward) by twos, threes, fives, tens, fifties, and hundreds	3.1.1 Count, read, and write whole numbers up to 1,000.
round numbers to the nearest ten, hundred, and thousand	3.1.6 Round numbers less than 1,000 to the nearest ten and the nearest hundred.
understand the concept of negative numbers	
locate positive and negative whole numbers on number line	3.3.7 Plot and label whole numbers on a number line up to 10.
make and read bar graphs and line graphs	4.3.8 Plot and label whole numbers on a number line up to 100. Estimate positions on the number line. 4.6.2 Interpret data graphs to answer questions about a situation.
identify perfect squares and square roots to 144 e.g., 9 x 9 = 81	4.2.6 Use a standard algorithm to divide numbers up to 100 by numbers up to 10 without remainders, using relevant properties of the number system.
Identify Roman numerals from l to l,000 (I-M)	
Fractions and Decimals	
read, write, and recognize fractions and mixed numbers (e.g., 4¾)	3.1.8 Show equivalent fractions using equal parts. 3.1.12 Given a decimal for tenths, show it as a fraction using a place-value model.

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	3.1.13 Interpret data displayed in a circle graph and answer questions about the situation.
equate and compare simple fractions (e.g., ½ = 3/6; ⅝ > 3/8	3.1.10 Given a pair of fractions, decide which is larger or smaller by using objects or pictures. 3.2.6 Add and subtract simple fractions with the same denominator.
change improper fractions to mixed numbers (e.g., 5/2 = 2 ½)	
put fractions in lowest terms (e.g., 3/9 =1/3)	4.2.8 Add and subtract simple fractions with different denominators, using objects or pictures.
rename fractions with unlike denominators to fractions with common denominators	3.1.9 Identify and use correct names for numerators and denominators.
read, write, and compare decimals to the hundredths	3.1.11 Given a set of objects or a picture, name and write a decimal to represent tenths and hundredths.
read and write decimals on a number line	3.1.12 Given a decimal for tenths, show it as a fraction using a place-value model. 6.1.3 Compare and represent on a number line positive and negative integers, fractions, decimals (to hundredths), and mixed numbers.
Money	
write amounts of money using $ and ¢ signs and the decimal point	3.5.10 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the $ symbol.
make change, using as few coins as possible	3.5.11 Use play or real money to decide whether there is enough money to make a purchase.
add and subtract money using the decimal point	3.5.11 Use play or real money to decide whether there is enough money to make a purchase.
Computation	
find the sum of any two whole numbers	3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system. 3.2.8 Use mental arithmetic to add or subtract with numbers less than 100. 3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true. 3.6.6 Know and use strategies for estimating results of whole-number addition and subtraction.
given two whole numbers, find the difference between them	3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system. 3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true. 3.6.6 Know and use strategies for estimating results of whole-number addition and subtraction.
master multiplication facts to 10 x 10 and corresponding division facts	3.2.2 Represent the concept of multiplication as repeated addition 3.2.5 Show mastery of multiplication facts for 2, 5, and 10. 3.6.9 Note the method of finding the solution and

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	show a conceptual understanding of the method by solving similar problems.
identify multiples of a given number; common multiples of two given numbers	3.3.4 Understand and use the commutative and associative properties of multiplication. 3.3.5 Create, describe, and extend number patterns using multiplication. 3.3.6 Solve simple problems involving a functional relationship between two quantities.
multiply by two and three digit numbers	3.2.2 Represent the concept of multiplication as repeated addition 3.2.4 Know and use the inverse relationship between multiplication and division facts 3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true.
divide by one and two digit numbers	3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups. 3.2.4 Know and use the inverse relationship between multiplication and division facts 3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true.
identify factors of a given number; common factors of two given numbers	3.6.3 Apply strategies and results from simpler problems to solve more complex problems.
practice mental computations and estimating sums, differences and products	3.2.7 Use estimation to decide whether answers are reasonable in addition and subtraction problems.
solve two-step word problems involving multiplication and division	3.3.1 Represent relationships of quantities in the form of a numeric expression or equation. 3.3.2 Solve problems involving numeric equations. 3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 3.6.7 Make precise calculations and check the validity of the results in the context of the problem. 3.6.8 Decide whether a solution is reasonable in the context of the original situation.
solve equations involving more than one operation, as for example (142 – 32) + (5 x 3) =__	3.6.2 Decide when and how to break a problem into simpler parts. 3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.
Measurement	
measure, estimate, and compare objects by size, weight, capacity, and quantity	3.5.6 Estimate and measure capacity using quarts, gallons, and liters. 3.5.7 Estimate and measure weight using pounds and kilograms.
make measurements using standard units (e.g., 1 yard = 36 inches)	3.5.1 Measure line segments to the nearest half-inch.
Identify equivalencies amount U.S; customary units of measurement (e.g., l lb. = l6 oz., l gal = 4 qt.) and solve problems involving	3.5.2 Add units of length that may require regrouping of inches to feet or centimeters to meters.

changing units	
Identify equivalencies among metric units of measurement (e.g., l m = 100 cm, l kg. = 1,000 g) and solve problems involving changing units	3.5.12 Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).
tell time to the minute; solve problems involving time; practice using calendar	3.5.9 Tell time to the nearest minute and find how much time has elapsed.
solve problems on elapsed time	3.5.9 Tell time to the nearest minute and find how much time has elapsed. 3.6.5 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
Geometry	
identify various polygons (e.g., regular pentagons, hexagons, octagons)	3.5.3 Find the perimeter of a polygon 3.4.1 Identify quadrilaterals as four-sided shapes. 3.4.5 Draw a shape that is congruent to another shape. 3.4.10 Recognize geometric shapes and their properties in the environment and specify their locations.
identify basic solids (e.g., spheres, cubes, pyramids)	3.4.3 Identify, describe, and classify: cube, sphere, prism, pyramid, cone, and cylinder. 3.4.4 Identify common solid objects that are the parts needed to make a more complex solid object.
identify and draw points, segments, rays lines	3.4.6 Use the terms *point*, *line*, and line *segment* in describing two-dimensional shapes. 3.4.7 Draw line segments and lines.
identify and draw horizontal, vertical, perpendicular, parallel, intersecting lines	3.4.7 Draw line segments and lines.
identify angles as right, acute, or obtuse	3.4.2 Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.
study concept of area; measure areas of simple figures	3.5.4 Estimate or find the area of shapes by covering them with squares. 3.5.5 Estimate or find the volumes of objects by counting the number of cubes that would fill them.
identify lines of symmetry; create symmetric figures	3.4.9 Sketch the mirror image reflections of shapes. 3.4.8 Identify and draw lines of symmetry in geometric shapes (by hand or using technology).
begin study of circles (e.g., radius = ½ diameter)	
Use formula for area of a rectangle	
Integrated	
	3.1.7 Identify odd and even numbers up to 1,000 and describe their characteristics.
	3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible.
	3.1.15 Record the possible outcomes for a simple probability experiment.
	3.5.8 Compare temperatures in Celsius and Fahrenheit.

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Third Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:
Concepts of Science Understand what science is the purposes of science understanding our world and responding to it Scientific thinking accurate observation gathering of data	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Scientific thinking accurate observation gathering of data experimentation **Scientific Method**	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
The Earth and the Universe Formation of the Universe Explain the formation of the universe by attraction; formation of stars; force of attraction	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all

Study solar system: Sun and planets; name and show relative position of planets	natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Grade 3, students learn that most changes that occur on Earth and in the sky are observable.
Describe centrifugal and centripetal force	
Experiment with forces of inertia and gravity	
Describe surface and crust of the earth	
Matter and Energy	
Structure of Matter	
Study heat and the causes of evaporation, condensation, expansion and contraction	
Explain conduction, convection and radiation	
Study sound: vibrations, speed of sound and pitch	
Ecology	
Identify elements of the Water Eco-system: solar energy, plant organisms, animal organisms, carnivorous organism	
Life Forms	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 3, students learn that adaptations in physical structure or behavior may improve an organism's chance for survival.
Plants	
Explain parts and role of leaf: nutrition and evaporation	
Identify parts of flower and define calyx, corolla, stamen and pistil	
Study Land-water survival	
Animals	
Study invertebrates, name classes, describe characteristics	
Explain the Tree of Life of the animal kingdom: division, phylum, classes, order and family	
Ecology	
Describe the water Eco-system: solar energy, plant organisms, animal organisms	
The Body	
Structure and Functions	
Study teeth: Incisors, Cuspids, Bicupsids, Molars, Enamel, Dentin, Cementum, Pulp, Root, Neck and Crown; and functions of each	
Describe blood cells listing types and functions	
Growth and Nutrition	
Describe the difference in rate of growth between sexes	
Measurement	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that

Measure, estimate, and compare objects by size, weight, capacity, and quantity	involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life — problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Scientific Tools	
Use a thermometer, balance, scale, etc	**Standard 6 — Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and field work, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.
Body Care	
Identify parts of the body: skin, hair, mucus, white blood cells and antibodies	
Study vaccines	

Third Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
The Universe	**Standard 1 — History** Students will describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities and regions in other times and places; and use a variety of resources to gather information about the past.
Time	
Continue studies of the centuries	
Recognize the duration of time before man to time since the appearance of man	
Understand the basic elements of pre-historic life	
Begin the study of Geologic Time	
Timeline of Man	
study the major periods of Western Civilization with the fundamental needs of man	
Our Nation	**Standard 2 — Civics and Government** Students will explain what it means to be citizens of their community, state, and nation; be able to identify the functions and the major services provided by local governments; use a variety of resources to gather information about government in their community and other communities around the world; and demonstrate understanding of democratic principles and practices.
Foundation and Development	
Study beginnings of the Nation: The Founding Fathers, President Washington, the Constitution and Congress; begin detailed study of the presidents of the United States	
Characteristics of Our Country	
Physical: principle rivers, mountain chains; study water erosion	

Renaissance Charter School and Indiana State Standards

Socio-economic: identify ethnic groups in the United States	
Earth and Space	**Standard 3 — Geography** Students will explain that latitude and longitude are used to locate places on maps and globes, and begin to understand Earth/sun relationships, identify the distinctive physical and cultural features of their community, and explain the geographic relationships of their own community with the state, nation, and world.
Distinguish atmosphere, lithosphere, hydrosphere and endosphere	
Hydrosphere: oceans and seas, glaciers, rivers	
Perform simple experiments	
Identify and define configurations: coast lines, mountains, valleys and plains	
Continue mapping skills, read globe and projection	
Describe the water Eco-system: solar energy, plant organisms, animal organisms	
Environment	
Identify countries and capitals	
Name and explain Zones and Modes of life	
Man	**Standard 4 — Economics** Students will explain how people in the local community make choices about using goods, services, and productive resources, how they engage in trade to satisfy their economic wants, how they use a variety of sources to gather and apply information about economic changes in the community, and how they compare costs and benefits in economic decision making.
Significance of Man in Universe	
Determine the fraction of earth's existence since appearance of man	
Demonstrate the relationship of man to animals and plants	
Fundamental Needs	
Make horizontal study of the needs of man: housing, clothing, food, transportation, defense and lighting	
Society and Civilization	**Standard 5 — Individuals, Society, and Culture** Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.
The Great Civilizations	
Identify and locate ancient civilizations: Mayan, Polynesian, Chinese, Indian, Middle East	
Make a detailed study of the emergence of world life and understand the interdependence of life on earth compared to human society	
Socio-economic: identify ethnic groups in the United States	
Safety and First Aid	
Observe safety rules on the highway, as a pedestrian and on the playground	
Identify first aid procedures	
Social Health	
Learn about public health workers	
Learn about laws and regulations for protection	

Fourth Grade Language Arts	
Reading and Comprehension	
Independently read longer works of fiction and	4.1.1 Read aloud grade-level-appropriate literary and

nonfiction	informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.
Orally summarize main points from readings	4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).
Ask and answer what, how, why, and what-if questions about texts	4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas. 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.
Make inferences, use context clues, and answer complex questions from reading	4.2.1 Use the organization of informational text to strengthen comprehension. 4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.
Use a dictionary to look up unfamiliar words	4.1.5 Use a thesaurus to find related words and ideas.
Use a table of contents and index	4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.
Read outside of school at least twenty minutes daily	
Literature	
Read novels, poems, stories, famous myths and legends, nonfiction prose and famous passages from speeches	4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.
Identify basic poetry terms (e.g., stanza, line)	
Identify more literary terms, characteristics, and devices (e.g., plot, setting, alliteration, metaphor)	4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. 4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works. 4.3.6 Determine the theme.
Speaking and Listening	
Participate civilly and productively in group discussions	4.5.12 Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues. 4.7.16 Distinguish between the speaker's opinions and verifiable facts.
Orally present information to the class (e.g. "show and tell", written work, report)	4.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that includes information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors); demonstrates

	that information that has been gathered has been summarized; and organizes information by categorizing it into multiple categories (such as solid, liquid, and gas or reduce, reuse, and recycle) or includes information gained through observation.
Recall details, make predictions, and accurately retell stories after listening	4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration. 4.7.2Summarize major ideas and supporting evidence presented in spoken presentations. 4.7.3 Identify how language usage (sayings and expressions) reflects regions and cultures. 4.7.4 Give precise directions and instructions. 4.7.15 Connect and relate experiences and ideas to those of a speaker.
Read and follow written directions	4.2.7 Follow multiple-step instructions in a basic technical manual.
Memorize and recite a poem or famous speech in front of the class	4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story. 4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.
Practice introductions and social etiquette	
Listen to presentation and take notes	
Use standard English when presenting to class	4.7.11 Make narrative presentations that relate ideas, observations, or memories about an event or experience; provide a context that allows the listener to imagine the circumstances of the event or experience; and provide insight into why the selected event or experience should be of interest to the audience. 4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. 4.7.12 Make informational presentations that focus on one main topic; include facts and details that help listeners focus; and incorporate more than one source of information. 4.7.13 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
Writing and Research	
Write reports, summaries, descriptions, letters, essays, stories, and poems	4.5.1 Write narratives that include ideas, observations, or memories of an event or experience; provide a context to allow the reader to imagine the world of the event or experience; and use concrete sensory details. 4.5.2 Write responses to literature that demonstrate an understanding of a literary work and support statements with evidence from the text. 4.5.4 Write summaries that contain the main ideas

	of the reading selection and the most significant details. 4.5.5 Use varied word choices to make writing interesting. 4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.
Practice organizing, drafting, revising, and proofreading writings	4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology. 4.4.10 Review, evaluate, and revise writing for meaning and clarity. 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. 4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
Write five paragraph essay: thesis statement, support paragraphs, and conclusion	4.2.2 Use appropriate strategies when reading for different purposes. 4.2.5 Compare and contrast information on the same topic after reading several passages or articles. 4.4.3 Write informational pieces with multiple paragraphs that: provide an introductory paragraph, establish and support a central idea with a topic sentence at or near the beginning of the first paragraph, include supporting paragraphs with simple facts, details, and explanations, present important ideas or events in sequence or in chronological order, provide details and transitions to link paragraphs, conclude with a paragraph that summarizes the points and use correct indention at the beginning of paragraphs. 4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details. 4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. 4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts. 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
Practice identifying the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion; using clear, organized paragraphs	4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing. 4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question. 4.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or

	person.
Use different resources (e.g., encyclopedias, atlases, magazines, interviews) to write short reports	4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes. 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing. 4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
Document sources in a rudimentary bibliography	4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas. 4.4.5 Quote or paraphrase information sources, citing them appropriately.
Spelling and Vocabulary	
Get regular practice in spelling and vocabulary enrichment	4.1.6 Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word). 4.1.7 Use context to determine the meaning of unknown words.
Spell most words correctly when writing; use dictionary to check spellings	4.1.4 Use common roots (*meter = measure*) and word parts (*therm = heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*). 4.6.8 Spell correctly roots (bases of words, such as *unnecessary*, *cowardly*), inflections (words like *care/careful/caring*), words with more than one acceptable spelling (like *advisor/adviser*), suffixes and prefixes (*-ly*, *-ness*, *mis-*, *un-*), and syllables (word parts each containing a vowel sound, such as *sur•prise* or *e•col•o•gy*).
Practice using synonyms and antonyms	4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.
Study more prefixes (e.g., anti, co, pre) and suffixes (e.g., ish, ness, able, ment)	4.1.3 Use knowledge of root words (*nation*, *national*, *nationality*) to determine the meaning of unknown words within a passage.
Review homophones that often cause problems (e.g. there, their, they're; its, it's)	4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.
Grammar and Usage	
Distinguish complete sentences, sentence	4.6.2 Use simple sentences and compound sentences

fragments, and run-ons	in writing.
Identify subjects and predicates; use correct subject-verb agreement	4.6.4 Identify and use in writing regular (*live/lived*, *shout/shouted*) and irregular verbs (*swim/swam*, *ride/rode*, *hit/hit*), adverbs (*constantly*, *quickly*), and prepositions (*through*, *beyond*, *between*).
Use declarative, interrogative, imperative, and exclamatory sentences	
Know the following parts of speech and how they are used: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, interjections	4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
Correctly use punctuation studied in earlier grade and expand on it: period, question mark, exclamation point, comma, apostrophe, quotation marks	4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations, apostrophes to show possession, and apostrophes in contractions. 4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
Integrated	
	4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.
	4.2.6 Distinguish between cause and effect and between fact and opinion in informational text. Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as *Snowshoe rabbits change color from brown to white in the winter*) from opinions (such as *Snowshoe rabbits are very pretty animals because they can change colors*).
Through Social Studies Curriculum	4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Fourth Grade Mathematics	
Numbers and Number Sense	
read, write, order, and compare whole numbers	4.1.1 Read and write whole numbers up to 1,000,000. 4.1.2 Identify and write whole numbers up to 1,000,000, given a place-value model.
identify perfect squares and square roots to 144 e.g., 9 x 9 = 81,	7.1.6 Understand and apply the concept of square root. 4.3.5 Continue number patterns using multiplication and division.
Plot points on a coordinate plane (grid)	
Read and interpret different types of graphs, charts, number lines, etc	4.3.8 Plot and label whole numbers on a number line up to 100. Estimate positions on the number line. 4.6.2 Interpret data graphs to answer questions about

Use types of graphs, charts, number lines, etc. to present data	a situation. 4.6.1 Represent data on a number line and in tables, including frequency tables. 4.6.3 Summarize and display the results of probability experiments in a clear and organized way.
Identify Roman numerals from l to l,000 (I-M)	
Fractions and Decimals	
recognize the fractions to one twelfth (½, ⅓, ¼,…l/12)	4.1.5 Rename and rewrite whole numbers as fractions.
change improper fractions to mixed numbers (e.g., 5/2 = 2 ½)	4.1.6 Name and write mixed numbers, using objects or pictures. 4.1.7 Name and write mixed numbers as improper fractions, using objects or pictures.
put fractions in lowest terms (e.g., 3/9 =1/3)	
rename fractions with unlike denominators to fractions with common denominators	
compare whole numbers and fractions with like and unlike denominators (e.g., 2/8 < 2/4)	4.1.4 Order and compare whole numbers using symbols for “less than” (<), “equal to” (=), and “greater than” (>).
read, write, and compare decimals to the nearest thousandth	4.1.9 Round two-place decimals to tenths or to the nearest whole number.
read and write decimals as fractions (e.g., .39 = 39/100)	4.1.8 Write tenths and hundredths in decimal and fraction notations.
round decimals to nearest tenth or hundredth	
read and write decimals on a number line	
Computation	
identify multiples of a given number; common multiples of two given numbers	4.2.7 Understand the special properties of 0 and 1 in multiplication and division.
multiply by two and three digit numbers	4.2.2 Represent as multiplication any situation involving repeated addition. 4.2.5 Use a standard algorithm to multiply numbers up to 100 by numbers up to 10, using relevant properties of the number system.
identify factors of a given number; common factors of two given numbers	4.2.1 Understand and use standard algorithms for addition and subtraction. 4.2.8 Add and subtract simple fractions with different denominators, using objects or pictures.
divide by one and two digit numbers	4.2.3 Represent as division any situation involving the sharing of objects or the number of groups of shared objects. 4.2.6 Use a standard algorithm to divide numbers up to 100 by numbers up to 10 without remainders, using relevant properties of the number system.
practice mental calculations and estimating sums, difference, products and quotients	4.2.4 Demonstrate mastery of the multiplication tables for numbers between 1 and 10 and of the

	corresponding division facts. 4.2.9 Add and subtract decimals (to hundredths), using objects or pictures. 4.2.10 Use a standard algorithm to add and subtract decimals (to hundredths). 4.2.11 Know and use strategies for estimating results of any whole-number computations. 4.2.12 Use mental arithmetic to add or subtract numbers rounded to hundreds or thousands.
solve two=step word problems involving multiplication and division	4.7.2 Decide when and how to break a problem into simpler parts. 4.7.3 Apply strategies and results from simpler problems to solve more complex problems.
solve equations involving more than one operation	4.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 4.7.2 Decide when and how to break a problem into simpler parts. 4.7.2 Apply strategies and results from simpler problems to solve more complex problems. 4.3.3 Understand that multiplication and division are performed before addition and subtraction in expressions without parentheses.
Measurement	
make measurements using standard units (e.g. grams, tablespoons, milliliters)	4.5.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter.
Identify equivalencies amount U.S; customary units of measurement (e.g., l lb. = l6 oz., l gal = 4 qt.) and solve problems involving changing units	4.5.8 Use volume and capacity as different ways of measuring the space inside a shape.
Identify equivalencies among metric units of measurement (e.g., l m = 100 cm, l kg. = 1,000 g) and solve problems involving changing units	4.5.8 Use volume and capacity as different ways of measuring the space inside a shape.
solve problems on measurement and elapsed time	4.5.2 Subtract units of length that may require renaming of feet to inches or meters to centimeters. 4.5.9 Add time intervals involving hours and minutes.
Geometry	
identify and draw points, segments, rays lines	4.4.1 Identify, describe, and draw rays, right angles, acute angles, obtuse angles, and straight angles using appropriate mathematical tools and technology.
identify and draw horizontal, vertical, perpendicular, parallel, intersecting lines	4.4.2 Identify, describe, and draw parallel, perpendicular, and oblique lines using appropriate mathematical tools and technology.
identify angles as right, acute, or obtuse	4.4.1 Identify, describe, and draw rays, right angles, acute angles, obtuse angles, and straight angles using appropriate mathematical tools and technology.
identify various polygons (e.g., parallelogram, trapezoid) including congruent polygons	4.4.3 Identify, describe, and draw parallelograms, rhombuses, and trapezoids, using appropriate mathematical tools and technology.

	4.4.5 Identify and draw lines of symmetry in polygons. 4.4.6 Construct cubes and prisms* and describe their attributes.
identify and draw diagonals of quadrilaterals	
begin study of circles (e.g., radius = ½ diameter)	
recognize similar and congruent figures	4.4.4 Identify congruent quadrilaterals and give reasons for congruence using sides, angles, parallels, and perpendiculars.
use formula for area and perimeter of a rectangle	4.5.3 Know and use formulas for finding the perimeters of rectangles and squares. 4.5.4 Know and use formulas for finding the areas of rectangles and squares. 4.5.5 Estimate and calculate the area of rectangular shapes using appropriate units, such as square centimeter (cm^2), square meter (m^2), square inch (in^2), or square yard (yd^2).
use formulas to find perimeter and area of rectangles, triangles and more complex shapes that can be divided into basic shapes	4.5.6 Understand that rectangles with the same area can have different perimeters and that rectangles with the same perimeter can have different areas. 4.5.7 Find areas of shapes by dividing them into basic shapes such as rectangles.
Algebra	4.3.1 Use letters, boxes, or other symbols to represent any number in simple expressions, equations, or inequalities (i.e., demonstrate an understanding of and the use of the concept of a variable). 4.3.4 Understand that an equation such as $y = 3x + 5$ is a rule for finding a second number when a first number is given. 4.3.2 Use and interpret formulas to answer questions about quantities and their relationships.
Study algebraic concepts Use variables to identify numbers	

Problem Solving Find and use various methods to solve problems Translate word problems into numeric statements Estimate answers Check if answer is reasonable Write answer with correct label	4.3.6 Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve problems. 4.3.7 Relate problem situations to number sentences involving multiplication and division. 4.7.5 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work. 4.7.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models to solve problems, justify arguments, and make conjectures. 4.7.6 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 4.7.7 Know and use appropriate methods for estimating results of whole-number computations. 4.7.8 Make precise calculations and check the validity of the results in the context of the problem. 4.7.9 Decide whether a solution is reasonable in the context of the original situation. 4.7.10 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Fourth Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:
Concepts of Science Understand what science is the purposes of science understanding our world and responding to it **Scientific Method**	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their

Experimental Design	roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Hypothesis, Procedure, Variables, Interpretation, comparison, Reporting of Results	
Ecology	
Study Land Eco-system: solar energy, vegetarian animals, carnivorous animals	
Scientific thinking	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
accurate observation gathering of data experimentation	
Participate in scientific exploration and experimentation accurately carry out experiments gather information through observation record and present data in varied formats Understand and apply Scientific Method Plan, design, and Complete Science Fair Project	
Matter and Energy	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of Matter and Energy and Forces of Nature. In Grade 4, students learn that the properties of rocks reflect the processes that formed them. They investigate force and energy.
Types of Energy	
Recognize the elements of work and force: motion, friction, gravity	
Study transfers of energy	
Study magnetism and electricity	
Identify magnetic field and poles, including planet	
The Earth and the Universe	
Lithosphere	
Identify and distinguish types of rock, study rock cycle	
Study recrystallization of pre-existing rock	
Study pressure and temperature	
The Body	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in
Structure and Functions	
Study parts of the brain: cerebrum, cerebellum, brain stem	
Understand the nervous system: brain, spinal cord and nerves	
Life Forms	
Plants	

Describe cotyledons, germination, vital functions, photosynthesis	Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 4, students learn that all organisms need energy and matter to live and grow.
Animals	
Vertical study of mammals: skeletal, muscular, respiratory, digestive, circulatory, nervous, reproductive	
Ecology	
Study land Eco-system, world ecology	
Study digestion	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life — problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Growth and Nutrition	
Study nutrients	
Measurement	
Measure, estimate, and compare objects by size, weight, capacity, and quantity	**Standard 6 — Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and fieldwork, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.
Scientific Tools	
Use a thermometer, balance, scale, etc	
Integrated Curriculum	

Fourth Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
The Universe	**Standard 1 — History** Students will trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.
Time	
Identify and define geological ages: Paleozoic, Mesozoic and Cenozoic	
Space	
Identify and describe: mountains, mountain chains, volcanoes, rivers	

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Our Nation	**Standard 2 — Civics and Government** Students will describe the components and characteristics of Indiana's constitutional form of government; explain citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written, and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.
Foundation and Development	
Study our state Indiana: early settlement	
Explain statehood	
Identify ethnic groups	
Explain local history	
Characteristics of Our Country	
Ecology	**Standard 3 — Geography** Students will explain how Earth/sun relationships influence the climate of Indiana; identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how the interaction of people with their environment has changed over time and continues to change; and identify regions of Indiana.
Study land Eco-system, world ecology	
Study early man and his ecology	
Our Nation	
Physical - explain effects of glaciers on land - describe weather and climate - study deserts - explain types of vegetation	
Man	**Standard 4 — Economics** Students will study and compare the characteristics of Indiana's changing economy in the past and present.
Significance of Man in Universe	
Explain man's control of the universe: nature, physical environment, technology	
Fundamental Needs	
Study spiritual needs: culture, art, religion, love, self-esteem	
Environment	
Identify and locate Indiana boundaries and regions	
Study Indiana's natural resources, weather and climate, economy	
Society and Civilization	**Standard 5 — Individuals, Society, and Culture** Students will examine the interaction between individual and group behavior in state and community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.
Our Nation	
Socio-economic: local topics	
The Great Civilizations	
Details study of origins of human culture, geographical distribution & habitat, biological characteristics & race, universal needs	
Students will use and create timelines gaining solid overview of history, studying influences, changes, and development	
Safety and First Aid	
Continue study of first aid	
Social Health	

Fifth Grade Language Arts	
Literature	
Read novels, poems, stories , plays, classical mythology, nonfiction prose, and great	5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently

speeches Respond to readings through discussion groups, written response packets, reports, literature analyses, and so on.	and accurately and with appropriate timing, changes in voice, and expression. 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. 5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. 5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. 5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.
Study poetry terms and characteristics (e.g. line, stanza, couplet, rhyme scheme) Identify more literary terms, characteristics, and devices (e.g., simile, metaphor, epic, imagery, symbol)	5.1.5 Understand and explain the figurative use of words in similes and metaphors.
Read outside of school at least twenty minutes daily	
Writing and Research	
Write reports, summaries, descriptions, letters, essays, stories, and poems	5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending. 5.5.1 Write narratives that establish a plot, point of view, setting, and conflict and show, rather than tell, the events of the story. 5.5.2 Write responses to literature that demonstrate an understanding of a literary work, support statements with evidence from the text and develop interpretations that exhibit careful reading and understanding. 5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.
Practice writing five paragraph essays: thesis statement, support paragraphs, and conclusion	5.4.3 Write informational pieces with multiple paragraphs that present important ideas or events in sequence or in chronological order, provide details and transitions to link paragraphs and offer a concluding paragraph that summarizes important ideas and details. 5.2.2 Analyze text that is organized in sequential or

	chronological order. 5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.
Practice organizing, drafting, revising, and proofreading writings	5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information. 5.4.5 Use note-taking skills when completing research for writing. 5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks. 5.4.7 Use a thesaurus to identify alternative word choices and meanings. 5.4.8 Review, evaluate, and revise writing for meaning and clarity. 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors. 5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.
Practice identifying the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion; using clear, organized paragraphs	5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data. 5.5.5 Use varied word choices to make writing interesting.
Write a persuasive essay: practice defining and supporting a thesis, distinguishing evidence from opinion, anticipating counterarguments	5.5.4 Write persuasive letters or compositions that state a clear position in support of a proposal, support a position with relevant evidence and effective emotional appeals, follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last and address reader concerns.
Write a standard business letter	5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.
Write a research essay: gather information, take notes, organize outline, acknowledge sources, prepare bibliography	5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. 5.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that uses information from a variety of sources (books, technology, multimedia) and

	documents sources (titles and authors), demonstrates that information that has been gathered has been summarized and organizes information by categorizing and sequencing.
Speaking and Listening	
Participate civilly and productively in group discussions	5.7.1 Ask questions that seek information not already discussed. 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 5.7.3 Make inferences or draw conclusions based on an oral report. 5.7.12 Give precise directions and instructions.
Orally present information to the class (e.g. written work, project, report,)	5.7.4 Select a focus, organizational structure, and point of view for an oral presentation. 5.7.5 Clarify and support spoken ideas with evidence and examples. 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning. 5.7.10 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. 5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts. 5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
Recall details, make predictions, and accurately retell stories after listening	5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. 5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.
Read, listen to and follow complex oral directions	5.2.6 Follow multiple-step instructions in a basic technical manual.
Memorize and recite a poem or famous speech in front of the class	5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story. 5.7.9 Deliver narrative (story) presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases; and show, rather than tell, the listener what happens. 5.7.11 Deliver oral responses to literature that summarize important events and details, demonstrate an understanding of several ideas or images communicated by the literary work, and use examples from the work to support conclusions.
Practice introductions and social etiquette	5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and

	generalities; identify faulty reasoning used in oral presentations and media messages.
Listen to presentation and take notes	
Use standard English when presenting to class	
Spelling and Vocabulary	
Continue regular practice in spelling and vocabulary enrichment	5.1.2 Use word origins to determine the meaning of unknown words. 5.1.4 Know less common roots (*graph = writing*, *logos = the study of*) and word parts (*auto = self*, *bio = life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph*, *autobiography*, *biography*, *biology*).
Spell most words correctly when writing; use dictionary to check spellings	5.6.7 Spell roots or bases of words, prefixes, suffixes, contractions, and syllable constructions correctly.
Work on commonly misspelled words	
Study more prefixes (e.g., anti, co, pre) and suffixes (e.g., ish, ness, able, ment)	
Review homophones that often cause problems (e.g. there, their, they're; its, it's)	5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).
Grammar and Usage	
Distinguish complete sentences, sentence fragments, and run-ons	
Identify and use simple, compound, and complex sentences	5.6.2 Use transitions (*however*, *therefore*, *on the other hand*) and conjunctions (*and*, *or*, *but*) to connect ideas. 5.6.8 Use simple sentences and compound sentences in writing. 5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (*he/his*, *she/her*, *they/their*, *it/its*).
Identify subjects and predicates; use correct subject-verb agreement	5.6.3 Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (*lie/lay*, *sit/set*, *rise/raise*).
Use declarative, interrogative, imperative, and exclamatory sentences	
Know the parts of speech and how they are used	5.6.1 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.
Correctly use punctuation studied in earlier grades and expand on it (e.g. colon before a list, commas with an appositive)	5.6.5 Use a colon to separate hours and minutes and to introduce a list; 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. 5.6.6 Use correct capitalization.

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Integrated	
	5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.
	5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.
	5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Fifth Grade Mathematics	
Numbers and Number Sense	
read and write numbers up to the billions	5.1.1 Convert between numbers in words and numbers in figures, for numbers up to millions and decimals to thousandths.
Round numbers up to the billions	5.1.2 Round whole numbers and decimals to any place value.
identify a set and numbers of a set, as indicated by {}	5.7.2 Decide when and how to break a problem into simpler parts. 5.7.3 Apply strategies and results from simpler problems to solve more complex problems.
study prime numbers; identify prime numbers less than 50	5.1.6 Describe and identify prime and composite numbers.
find the greatest common factor and least common multiple of given numbers	6.1.7 Find the least common multiple* and the greatest common factor* of whole numbers. Use them to solve problems with fractions.
Ratio and Percent	
express simple ratios	
make scale drawings	5.3.4 Identify and graph ordered pairs of positive numbers. 5.3.5 Find ordered pairs (positive numbers only) that fit a linear equation, graph the ordered pairs, and draw the line they determine. 5.3.6 Understand that the length of a horizontal line segment on a coordinate plane equals the difference between the *x*-coordinates and that the length of a vertical line segment on a coordinate plane equals the difference between the *y*-coordinates. 5.3.7 Use information taken from a graph or equation to answer questions about a problem situation.
study percentages; find the given percent of a number (e.g., 10% of 50 = ___)	
find fraction, decimal, percent equivalents (e.g., 3/5 = .6 = 60%)	5.1.4 Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value. 5.1.5 Explain different interpretations of fractions: as parts of a whole, parts of a set, and division of whole numbers by whole numbers. 5.2.5 Add and subtract decimals and verify the reasonableness of the results.

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Fractions and Decimals	
find the least common denominator of fractions with unlike denominators	
compare fractions; put fractions in lowest terms	
add, subtract, multiply and divide with decimals, fractions and mixed numbers	5.2.2 Add and subtract fractions (including mixed numbers) with different denominators. 5.2.3 Use models to show an understanding of multiplication and division of fractions. 5.2.4 Multiply and divide fractions to solve problems. 5.2.7 Use mental arithmetic to add or subtract simple decimals.
Apply fractions and decimals to a number line.	5.1.7 Identify on a number line the relative position of simple positive fractions, positive mixed numbers, and positive decimals.
Computations	
multiply and divide multi-digit numbers (with and without a calculator)	5.2.1 Solve problems involving multiplication and division of any whole numbers.
solve multi-step word problems and equations with more than one operation	5.2.6 Use estimation to decide whether answers are reasonable in addition, subtraction, multiplication, and division problems 5.5.7 Add and subtract with money in decimal notation..
Algebra	
Expand study of algebraic concepts Use variables to identify numbers	5.3.1 Use a variable to represent an unknown number.
write and solve equations for word problems	5.3.2 Write simple algebraic expressions in one or two variables and evaluate them by substitution. 5.3.3 Use the distributive property* in numerical equations and expressions.
Geometry	
identify and draw points, segments, rays lines	5.4.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles by using appropriate tools
identify and draw horizontal, vertical, perpendicular, parallel, intersecting lines	5.4.2 Identify, describe, draw, and classify triangles as equilateral*, isosceles*, scalene*, right*, acute*, obtuse*, and equiangular*.
identify angles as right, acute, or obtuse	5.4.3 Identify congruent* triangles and justify your decisions by referring to sides and angles.
identify various polygons (e.g., parallelogram, trapezoid) including congruent polygons Covert polygons to solids and identify	5.4.4 Identify, describe, draw, and classify polygons*, such as pentagons and hexagons. 5.4.8 Construct prisms* and pyramids using appropriate materials. 5.4.9 Given a picture of a three-dimensional object, build the object with blocks.
Expand study of circles (e.g., radius = ½ diameter, area, perimeter)	5.4.5 Identify and draw the radius and diameter of a circle and understand the relationship between the radius and diameter.
recognize similar and congruent figures	5.4.7 Understand that 90°, 180°, 270°, and 360° are associated with quarter, half, three-quarters, and full

	turns, respectively.
Measurement	
use formulas to find area and perimeter of various polygons	5.5.1 Understand and apply the formulas for the area of a triangle, parallelogram, and trapezoid.
find area and perimeter of various polygons	5.5.2 Solve problems involving perimeters and areas of rectangles, triangles, parallelograms, and trapezoids, using appropriate units. 5.5.4 Find the surface area and volume of rectangular solids using appropriate units.
use formulas to find perimeter and area of rectangles, triangles and more complex shapes that can be divided into basic shapes	5.5.3 Use formulas for the areas of rectangles and triangles to find the area of complex shapes by dividing them into basic shapes.
convert units within the U.S. system and within the metric system	5.5.5 Understand and use the smaller and larger units for measuring weight (ounce, gram, and ton) and their relationship to pounds and kilograms.
Identify prefixes used in metric system (e.g., kilo = thousand, deci = tenth)	5.5.6 Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is 0°C and 32°F and that the boiling point is 100°C and 212°F.
Data Analysis and Probability	
express the probability of an event happening as a fraction or ratio make histograms and tree diagrams	5.6.1 Explain which types of displays are appropriate for various sets of data.
given a set of data, find the mean, median, range, and mode	5.6.2 Find the mean*, median*, mode*, and range* of a set of data and describe what each does and does not tell about the data set.
solve problems that involve collecting, interpreting, and graphing data	5.6.3 Understand that probability can take any value between 0 and 1, events that are not going to occur have probability 0, events certain to occur have probability 1, and more likely events have a higher probability than less likely events.
express the probability of an event happening as a fraction or ratio	5.6.4 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4, $\frac{3}{4}$).

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Problem Solving	
Find and use various methods to solve problems Translate word problems into numeric statements Estimate answers Check if answer is reasonable Write answer with correct label	5.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 5.7.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work. 5.7.5 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 5.7.6 Know and apply appropriate methods for estimating results of rational-number computations. 5.7.7 Make precise calculations and check the validity of the results in the context of the problem. 5.7.8 Decide whether a solution is reasonable in the context of the original situation. 5.7.9 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Fifth Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:
Concepts of Science Understand what science is the purposes of science understanding our world and responding to it **Scientific Method** Experimental Design Hypothesis, Procedure, Variables, Interpretation, comparison, Reporting of Results	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and

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Participate in scientific exploration and experimentation accurately carry out experiments gather information through observation record and present data in varied formats Understand and apply Scientific Method Plan, design, and Complete Science Fair Project	technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Scientific thinking	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
accurate observation gathering of data experimentation	
Matter and Energy	
Types of Energy	
Study atomic structure: identify electrons, protons, neutrons; explain fission and fusion	
Describe radioactivity (Geiger counter)	
Study measurement; explain need for standard units; compare English to metric units; study scientific measurement; graphing	
The Earth and the Universe	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Grade 5, students continue to learn about changes to Earth and the sky. They learn about the properties of materials and how those properties can change.
Lithosphere	
Identify fossils of the Paleozoic Era: Trilobites, Bryozoans, Brachiopods, Gastropods and Cephalopods	
Study the structure of rock and minerals	
Identify types of metals and non-metals	
Biology	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard
Study the plant and animal kingdoms. Identify external and internal characteristics, body systems. Classify by structure and characteristics	
The Body	
Structure and Functions	
Study endocrine glands (pituitary & thyroid)	
Identify the heart, lungs and red blood cells	
Study family genes to recognize differences	

Health and Nutrition Describe vitamins and relating deficient diseases Identify classes of nutrients: Protiens, carbohydrates, vitamins, water and fats **Safety and First Aid** Study accident prevention Become proficient in basic emergency care **Life Forms** Plants Study the vegetable kingdom: life cycle of plants, natural habitat, use by man Animals Study physiology of man, make detailed studies of human systems Ecology Describe sources of energy: sun, atomic fission, electricity, fuel	offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 5, students learn that organisms are composed of collections of similar cells and that these cells benefit from cooperating. They learn that characteristics of organisms, as well as their environment, affect survival.
Measurement Measure, estimate, and compare objects by size, weight, capacity, and quantity **Scientific Tools** Use a thermometer, balance, scale, etc Use math to solve scientific problems. Use charts, graphs, and other forms to record and gather data.	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life — problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Integrated Curriculum	**Standard 6 — Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and fieldwork, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.

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Fifth Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
Time	**Standard 1 — History** Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800 with an emphasis on the American Revolution and the founding of the United States.
Review geological ages – Interrelations & Evolution	
Study time line of man and American history time line	
Man	
Significance of Man in Universe	
List and describe contributions of various human groups to civilizations	
Make a vertical study of oral and written communication	
Fundamental Needs	
Study the intellectual needs of man: science, philosophy, correct expression	
Study the religious needs of man	
Our Nation	**Standard 2 — Civics and Government** Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.
Foundation and Development	
Study ethnic groups in the United States and their contributions to American life	
Make vertical studies of American History: territorial expansion, the original thirteen states, colonial government, Revolutionary War, Declaration of Independence	
Characteristics of Our Country	
Geography	**Standard 3 — Geography** Students will describe Earth/sun relationships and the global grid system. They will identify major physical and cultural characteristics of the United States and its regions and name and locate the major physical features of each of the states and major cities of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.
United States Regions, Topography, Landforms	
Geographical response to Basic Needs	
Exploration, U.S. Development	
States and Capitals, Cities, Landmarks,...	
Land and Space	
Identify and describe valleys and plains	
Explain water erosion	
Study the religious needs of man	
Environment	
Make Socio-economic study of: size, populations, principle cities, physical features, products	

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Foundation and Development	**Standard 4 — Economics** Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.
Study ethnic groups in the United States and their contributions to American life	
Socio-Economic Characteristics of Our Country	
Fundamental Needs	
Study the intellectual needs of man: science, philosophy, correct expression	
Society and Civilization	**Standard 5 — Individuals, Society, and Culture** Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.
The Great Civilizations	
Identify pictographic writing of Indians	
Study the origin of farming and urban life	
Students will use and create timelines gaining solid overview of history, studying influences, changes, and development	

Sixth Grade Language Arts	
Literature	
Read novels, poems, stories , plays, classical mythology, nonfiction prose, and great speeches Respond to readings through discussion groups, written response packets, reports, literature analyses, and so on.	6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning. 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict. 6.3.3 Analyze the influence of the setting on the problem and its resolution. 6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration. 6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images. 6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved. 6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic. details.
Study literary and poetry terms and characteristics (e.g. line, stanza, couplet, rhyme scheme)	6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form. 6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme.

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Identify more literary terms, characteristics, and devices (e.g., simile, metaphor, epic, imagery, symbol)	6.1.2 Identify and interpret figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings. 6.1.5 Understand and explain slight differences in meaning in related words. 6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.
Read outside of school at least twenty minutes daily	6.1.1 Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression.
Writing and Research	
Complete frequent, varied writing assignments: essays, reports, summaries, descriptions, letters, stories, poems, etc.	6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text. 6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence). 6.4.2 Choose the form of writing that best suits the intended purpose. 6.5.1 Write narratives that establish and develop a plot and setting and present a point of view that is appropriate to the stories, include sensory details and clear language to develop plot and character and use a range of narrative devices, such as dialogue or suspense. 6.5.4 Write responses to literature that develop an interpretation that shows careful reading, understanding, and insight, organize the interpretation around several clear ideas, and support statements with evidence from the text. 6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.
Practice writing five paragraph essays: thesis statement, support paragraphs, and conclusion	6.4.3 Write informational pieces of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to the purpose of the composition. 6.5.6 Use varied word choices to make writing interesting. 6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.
Practice organizing, drafting, revising, and proofreading writings	6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of

	importance or climactic order. 6.4.8 Review, evaluate, and revise writing for meaning and clarity. 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs.
Practice identifying the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion; using clear, organized paragraphs	6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that state the thesis (position on the topic) or purpose, explain the situation, organize the composition clearly, and offer evidence to support arguments and conclusions.
Write a persuasive essay: practice defining and supporting a thesis, distinguishing evidence from opinion, anticipating counterarguments, using a reasonable tone	6.2.8 Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something. 6.5.5 Write persuasive compositions that state a clear position on a proposition or proposal, support the position with organized and relevant evidence and effective emotional appeals, and anticipate and address reader concerns and counterarguments. 6.7.13 Deliver persuasive presentations that provide a clear statement of the position, include relevant evidence, offer a logical sequence of information, and engage the listener and try to gain acceptance of the proposition or proposal. 6.7.14 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, and offer persuasive evidence to support the definition of the problem and the proposed solutions.
Write a research essay: gather information, take notes, organize outline, acknowledge sources, prepare bibliography	6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information. 6.2.2 Analyze text that uses a compare-and-contrast organizational pattern. 6.2.6 Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences. 6.4.5 Use note-taking skills when completing research for writing. 6.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations, demonstrates that information that

	has been gathered has been summarized, demonstrates that sources have been evaluated for accuracy, bias, and credibility and organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).
Write a standard business letter	
Speaking and Listening	
Participate civilly and productively in group discussions	6.7.3 Restate and carry out multiple-step oral instructions and directions. 6.7.15 Ask questions that seek information not already discussed. 6.7.12 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, and develop and justify the interpretation through the use of examples from the text.
Orally present information to the class (e.g. written work, project, report,)	6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication. 6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience. 6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts. 6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology. 6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention. 6.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences. 6.7.11 Deliver informative presentations that pose relevant questions sufficiently limited in scope to be completely and thoroughly answered and develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.
Memorize and recite a poem or famous speech in front of the class	6.7.1 Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture). 6.7.8 Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*), for intent and effect. 6.7.10 Deliver narrative presentations that establish a

	context, plot, and point of view, include sensory details and specific language to develop the plot and character, and use a range of narrative (story) devices, including dialogue, tension, or suspense.
Practice introductions and social etiquette	
Listen to presentation, take notes, and formulate related questions	6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics. 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
Use standard English when presenting to class	
Spelling and Vocabulary	
Continue regular practice in spelling and vocabulary enrichment	
Spell most words correctly when writing; use dictionary to check spellings	6.6.5 Spell correctly frequently misspelled words (*their/they're/there*, *loose/lose/loss*, *choose/chose*, *through/threw*).
Work on commonly misspelled words	
Study Latin and Greek words that form common roots	
Grammar and Usage	
Distinguish complete sentences, sentence fragments, and run-ons	6.6.1 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
Identify subjects and predicates; use correct subject-verb agreement	
Use declarative, interrogative, imperative, and exclamatory sentences	
Identify and use simple, compound, and complex sentences	
Identify dependent and independent clauses	
Know the parts of speech and how they are used	6.6.6 Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, <u>the team from Newport</u>*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). 6.6.2 Identify and properly use indefinite pronouns (*all*, *another*, *both*, *each*, *either*, *few*, *many*, *none*, *one*, *other*, *several*, *some*), present perfect (*have been*, *has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.
Correctly use punctuation studied in earlier grades and expand on it (e.g. colon before a list, comas with an appositive)	6.6.3 Use colons after the salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*).

	6.6.4 Use correct capitalization.
Integrated	
	6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
	6.2.5 Follow multiple-step instructions for preparing applications.
	6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
	6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.
	6.7.9 Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information.
	6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.

Sixth Grade Mathematics	
Numbers and Number Sense	
read and write numbers up to the trillions	
add and subtract positive and negatives integers	6.2.1 Add and subtract positive and negative integers.
solve problems involving prime numbers; squares and square roots; greatest common factors; least common multiples	6.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns. 6.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem. 6.7.3 Decide when and how to break a problem into simpler parts. 6.7.4 Apply strategies and results from simpler problems to solve more complex problems.
read and use exponents; identify powers of ten up to 10	6.5.3 Understand and use larger units for measuring area by comparing acres and square miles to square yards and square kilometers to square meters. 6.7.5 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.
Ratio and Percent	
solve problems involving ratios and proportions; use ratios to read map scales	6.1.6 Use models to represent ratios.
practice working with percents (e.g., 4 =	6.2.8 Calculate given percentages of quantities and

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_____% of 20; 60% of l,080 = ____)	solve problems involving discounts at sales, interest earned, and tips.
solve problems involving percent increase and decrease	
Fractions and Decimals	
divide by a fraction (i.e., multiply by reciprocal)	6.2.4 Explain how to multiply and divide positive fractions and perform the calculations.
add, subtract, multiply, and divide with fractions, mixed numbers and decimals	6.2.3 Multiply and divide decimals. 6.2.5 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation. 6.2.9 Use estimation to decide whether answers are reasonable in decimal problems. 6.2.10 Use mental arithmetic to add or subtract simple fractions and decimals. 6.5.10 Add, subtract, multiply, and divide with money in decimal notation.
write fractions as decimals, decimals as percents, percents as fractions, etc.	6.1.4 Convert between any two representations of numbers (fractions, decimals, and percents) without the use of a calculator
Computation	
multiply and divide multi-digit numbers (with and without a calculator)	6.2.2 Multiply and divide positive and negative integers. 6.7.9 Make precise calculations and check the validity of the results in the context of the problem.
solve multi-step word problems and equations with more than one operation	6.3.3 Interpret and evaluate expressions that use grouping symbols such as parentheses. 6.3.4 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations. 6.3.6 Apply the correct order of operations and the properties of real numbers (e.g., identity, inverse, commutative*, associative*, and distributive* properties) to evaluate numerical expressions. Justify each step in the process.
estimate products and quotients	6.7.6 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 6.7.7 Select and apply appropriate methods for estimating results of rational-number computations.
Measurement	
convert units within the U.S. system and within the metric system	6.5.2 Understand and use larger units for measuring length by comparing miles to yards and kilometers to meters.
Identify prefixes used in metric system (e.g., kilo = thousand, deci = tenth)	
Geometry	
construct parallel lines, parallelograms, perpendicular bisectors	6.5.8 Use strategies to find the surface area and volume of right prisms and cylinders using appropriate

	units.
construct, measure, and bisect angles	6.4.1 Identify and draw vertical, adjacent, complementary, and supplementary angles and describe these angle relationships. 6.4.2 Use the properties of complementary, supplementary, and vertical angles to solve problems involving an unknown angle. Justify solutions. 6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles. 6.3.5 Use variables in expressions describing geometric quantities.
draw various shapes when given information about their dimensions	6.4.3 Draw quadrilaterals and triangles from given information about them. 6.4.7 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.
construct a figure congruent to a given figure	6.4.5 Identify and draw two-dimensional shapes that are similar.
show what figures would look like if rotated, flipped, reflected, etc.	6.4.6 Draw the translation (slide) and reflection (flip) of shapes.
identify congruent angles, sides, and axes of symmetry in given figures	
find the perimeters, areas, or missing dimensions of various plane figures	6.4.4 Understand that the sum of the interior angles of any triangle is 180º and that the sum of the interior angles of any quadrilateral is 360º. Use this information to solve problems.
find the circumferences and areas of circles	6.5.4 Understand the concept of the constant π as the ratio of the circumference to the diameter of a circle. Develop and use the formulas for the circumference and area of a circle. 6.5.5 Know common estimates of π (3.14, $^{22}/_{7}$) and use these values to estimate and calculate the circumference and the area of circles. Compare with actual measurements.
find the volumes or missing dimensions of rectangular solids	6.5.7 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area of these objects.
Probability and Statistics	
express the probability of an event happening as a fraction or ratio	6.2.6 Interpret and use ratios to show the relative sizes of two quantities. 6.2.7 Understand proportions and use them to solve problems 6.6.4 Show all possible outcomes for compound events in an organized way and find the theoretical probability of each outcome. 6.6.5 Use data to estimate the probability of future events.
solve problems that involve collecting, interpreting, and graphing data	6.3.9 Investigate how a change in one variable relates to a change in a second variable. 6.6.6 Understand and represent probabilities as ratios,

	measures of relative frequency, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable. 6.7.8 Use graphing to estimate solutions and check the estimates with analytic approaches. 6.7.10 Decide whether a solution is reasonable in the context of the original situation. 6.7.11 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.
given a set of data, find the mean, median, range, and mode	6.6.3 Compare the mean, median, and mode for a set of data and explain which measure is most appropriate in a given context.
make histograms and tree diagrams	6.6.1 Organize and display single-variable data in appropriate graphs and stem-and-leaf plots, and explain which types of graphs are appropriate for various data sets. 6.6.2 Make frequency tables for numerical data, grouping the data in different ways to investigate how different groupings describe the data. Understand and find relative and cumulative frequency for a data set. Use histograms of the data and of the relative frequency distribution, and a broken line graph for cumulative frequency, to interpret the data.
plot points on a coordinate plane using x-axis and y-axis	6.3.7 Identify and graph ordered pairs in the four quadrants of the coordinate plane.
graph simple functions and solve problems using a coordinate lane	6.3.8 Solve problems involving linear functions with integer* values. Write the equation and graph the resulting ordered pairs of integers on a grid.
Algebra	
solve equations with one variable (e.g., 4x = 104)	6.3.1 Write and solve one-step linear equations and inequalities in one variable and check the answers. 6.3.6 Apply the correct order of operations and the properties of real numbers (e.g., identity, inverse, commutative*, associative*, and distributive* properties) to evaluate numerical expressions. Justify each step in the process.
write and solve equations for word problems	6.3.2 Write and use formulas with up to three variables to solve problems.
Integrated	
	6.5.6 Understand the concept of significant figures and round answers to an appropriate number of significant figures.
	6.5.9 Use a formula to convert temperatures between Celsius and Fahrenheit.

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Sixth Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:
Concepts of Science Understand what science is the purposes of science understanding our world and responding to it Participate in scientific exploration and experimentation accurately carry out experiments gather information through observation record and present data in varied formats Understand and apply Scientific Method Plan, design, and Complete Science Fair Project	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Scientific thinking accurate observation gathering of data experimentation **Scientific Method** Experimental Design Hypothesis, Procedure, Variables, Interpretation, comparison, Reporting of Results **Botany** Parts of Plant Structure Interdependence	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
Earth Science, Geology Geographical Features and Formations Earth's Layers Seasons and Effects	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all

Earthquakes and Volcanoes Water Cycle History – Fossils, Geologic Time **Astronomy** Structure of Solar System Earths Place and Movement in System Phases of Moon Gravity Stars and Constellations Galaxies, types of stars, Deep space objects, Electric Current	natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Grade 6, students learn some of the relationships between physical objects, events, and processes in the universe.
Zoology Five Kingdoms, Animal Classification Parts of varied Animal Classes Major Characteristics, Differences of Vertebrates Growth Stages Habitats, Basic Needs, Food Chain **Biology** Study the plant and animal kingdoms. Identify external and internal characteristics, body systems. Classify by structure and characteristics	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 6, students learn that plants and animals obtain energy in different ways and contain different structures for obtaining energy.
Measurement Measure, estimate, and compare objects by size, weight, capacity, and quantity **Scientific Tools** Use a thermometer, balance, scale, etc Use math to solve scientific problems. Use charts, graphs, and other forms to record and gather data.	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life – problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Students will gain exposure to Great Scientists with focus on Ancient - Medieval Times, i.e. Aristotle, Euclid	**Standard 6 — Historical Perspectives** Examples of historical events provide a context for understanding how the scientific enterprise operates. By studying these events, one understands that new ideas are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators. The historical events listed in

	Grade 6 are certainly not the only events that could be used to illustrate this standard, but they provide an array of examples. Through these examples, students will gain insight into the historical background of the development of the modern science of chemistry.
Integrated Curriculum	**Standard 7 — Common Themes** Some important themes pervade science, mathematics, and technology, and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and fieldwork, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.

Sixth Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
Time	**Standard 1 — History** Students will examine the key historic movements, events, and figures that contributed to the development of the modern European and American nations from early civilizations to early modern times.
Review geological ages – Interrelations & Evolution	
Study time line of man and American history time line	
Man	
Significance of Man in Universe	
List and describe contributions of various human groups to civilizations	
Make a vertical study of oral and written communication	
Fundamental Needs	
Study the intellectual needs of man: science, philosophy, correct expression	
Study the religious needs of man	
Prehistory to Medieval Times	
Basic Needs of Humans	
Primitive Man, Hunter Gatherers, Early farmers	

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Ancient Civilizations including: Egypt, Babylon, Sumerians, Americas, Africa, China, Phoenicians, India, Greece, and Rome	
The Rise and Fall of the Roman Empire	
Feudalism	
Growth of Major World Religions	
Rise of Monarchies	
Early Britain First Kings	
Rise of Islamic Empire	
Great Dynasties of China	
Crusades	
Kingdoms around the World	
Governments	**Standard 2 — Civics and Government** Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.
study, compare and contrast forms of government through history, e.g. Rise of Monarchies, Kings Empires, Forum, Dynasties Democracy	
Geography	**Standard 3 — Geography** Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries, and cities of Europe and the Western Hemisphere.
World Physical Geography - Continents, Oceans, World Landforms, and Topography	
Europe, Asia, and Africa centered on the Mediterranean.	
Influence of natural geography or cultures and human development.	
Economics	**Standard 4 — Economics** Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.
Make Socio-economic study of countries: size, populations, principle cities, physical features, products	
Geographic influences on economics	
Economic systems	
Students will gain expose to Important People and Concepts with focus on Ancient to Medieval Times, i.e. Aristotle, Caesar, Kings Students will use and create timelines gaining solid overview of history, studying influences, changes, and development	**Standard 5 — Individuals, Society, and Culture** Students will examine the role of individuals and groups in societies of Europe and the Americas, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations, and examine the role of artistic expression in selected cultures of Europe and the Americas.

Seventh Grade Language Arts	
Writing and Research	
Complete frequent, varied writing assignments: essays,	7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials.

reports, summaries, descriptions, letters, stories, poems, news articles, etc.	7.2.2 Locate information by using a variety of consumer and public documents. 7.2.3 Analyze text that uses the cause-and-effect organizational pattern. 7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text. 7.2.9 Identify problems with an author's figures of speech and faulty logic or reasoning. 7.2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping. 7.2.10 Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise. 7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.
Write essays that describe, narrate, persuade, compare and contrast Respond to readings through discussion groups, written response packets, reports, literature analyses, and so on.	7.2.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader. 7.5.1 Write biographical or autobiographical compositions that develop a standard plot line — including a beginning, conflict, rising action, climax, and denouement (resolution) — and point of view, develop complex major and minor characters and a definite setting and use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions. 7.5.2 Write responses to literature that develop interpretations that show careful reading, understanding, and insight; organize interpretations around several clear ideas, premises, or images from the literary work and support statements with evidence from the text. 7.5.4 Write persuasive compositions that state a clear position or perspective in support of a proposition or proposal, describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals and anticipate and address reader concerns and counterarguments. 7.5.5 Write summaries of reading materials that include the main ideas and most significant details, use the student's own words, except for quotations and reflect underlying meaning, not just the superficial details.
Write clear, organized, documented research essays	7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan

	writing. 7.4.3 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples. 7.4.4 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts. 7.4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
Practice organizing, drafting, revising, and proofreading writings	7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 7.4.8 Review, evaluate, and revise writing for meaning and clarity. 7.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. 7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
Speaking and Listening	
Participate civilly and productively in group discussions	7.7.1 Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.
Orally present information to the class (e.g. written work, project, report)	7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations, demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process, demonstrates that sources have been evaluated for accuracy, bias, and credibility and organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).
Listen to presentation, take notes, and formulate related questions	
Memorize and recite poetry and/or famous speeches in front of the class	7.6.1 Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.

	7.7.8 Deliver narrative presentations that establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view and describe major and minor characters and a definite setting and use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.
Practice introductions, social etiquette, and interview techniques	
Write and give short speech to the class	7.7.3 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. 7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively. 7.7.5 Use speaking techniques — including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact — for effective presentations. 7.7.9 Deliver oral summaries of articles and books that include the main ideas and the most significant details, state ideas in own words, except for when quoted directly from sources, and demonstrate a complete understanding of sources, not just superficial details. 7.7.10 Deliver research presentations that pose relevant and concise questions about the topic, provide accurate information on the topic, include evidence generated through the formal research process, including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries and cite reference sources appropriately.
Participate in a debate with a classmate	7.7.2 Determine the speaker's attitude toward the subject. 7.7.6 Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener. 7.7.12 Deliver descriptive presentations that establish a clear point of view on the subject of the presentation, establish the presenter's relationship with the subject of the presentation and contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 7.7.11 Deliver persuasive presentations that state a clear position in support of an argument or proposal and describe the points in support of the proposal and include supporting evidence.
Use standard English when presenting to class	7.6.5 Demonstrate appropriate English usage (such as pronoun reference).

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Spelling and Vocabulary	
Continue regular practice in spelling and vocabulary enrichment	7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. 7.5.6 Use varied word choices to make writing interesting and more precise.
Spell most words correctly when writing; use dictionary to check spellings	7.6.9 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).
Work on commonly misspelled words	
Study more Latin and Greek words that form common roots	7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).
Grammar and Usage	
Identify and use simple, compound, and complex sentences	7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
Know the parts of speech and how they are used	7.6.2 Identify and use infinitives and participles. 7.6.3 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.
Study phrases and clauses	
Study subjects and verbs (e.g. subject - verb agreement with compound sentences)	
Correctly use punctuation studied in earlier grades and expand on it	7.6.6 Identify and correctly use hyphens (-), dashes (—), brackets ([ ]), and semicolons (;). 7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses. 7.6.8 Use correct capitalization.
Literature	
Read novels, poems, stories, plays, classical mythology, nonfiction prose, and great speeches Respond to readings through discussion groups, written response packets, reports, literature analyses, and so on.	7.2.4 Identify and trace the development of an author's argument, point of view, or perspective in text. 7.3.1 Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay. 7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. 7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. 7.3.4 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works. 7.3.5 Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.

	7.3.8 Analyze the influence of the setting on the problem and its resolution. 7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text. 7.3.6 Compare reviews of literary works and determine what influenced the reviewer.
Study poetry forms (e.g. sonnet, lyric, limerick, haiku)	
Identify more literary terms, characteristics, and devices (e.g., simile, metaphor, epic, imagery, symbol)	7.1.1 Identify and understand idioms and comparisons — such as analogies, metaphors, and similes — in prose and poetry. 7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.
Read outside of school at least twenty minutes daily	
Integrated	
	7.2.5 Understand and explain the use of a simple mechanical device by following directions in a technical manual.
	7.4.7 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
	7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.

Seventh Grade Mathematics	
Geometry	
Construct various three-dimensional objects (e.g., simple right prisms, cones, cylinders, spheres); calculate their surface areas and volumes	7.4.4 Construct two-dimensional patterns (nets) for three-dimensional objects, such as right prisms, pyramids, cylinders, and cones. 7.5.6 Use objects and geometry modeling tools to compute the surface area of the faces and the volume of a three-dimensional object built from rectangular solids.
Study and construct plane figures that exhibit symmetry	
Study angle pairs; understand vertical congruent, complementary, supplementary, adjacent, corresponding, alternate interior, and alternate exterior angles	7.4.2 Understand that transformations such as slides, turns, and flips preserve the length of segments, and that figures resulting from slides, turns, and flips are congruent to the original figures.
Construct parallel lines and a transversal using a compass and straight edge	
Demonstrate that the sum of the interior angles of a plane triangle equals 180 degrees	7.4.3 Know and understand the Pythagorean Theorem and use it to find the length of the missing side of a right triangle and the lengths of other line segments. Use direct measurement to test conjectures

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	about triangles.
Construct a circle that circumscribes a triangle using compass and straight edge	
Know and use formulas to find areas of plane figures (e.g., triangles, circles, parallelograms)	7.5.4 Use formulas for finding the perimeter and area of basic two-dimensional shapes and the surface area and volume of basic three-dimensional shapes, including rectangles, parallelograms, trapezoids, triangles, circles, right prisms, and cylinders. 7.5.5 Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes.
Algebra	
Expand study of algebraic concepts	7.3.2 Write and solve two-step linear equations and inequalities in one variable and check the answers.
Use variables to identify numbers	
Study algebraic equations write and solve equations for word problems	7.3.3 Use correct algebraic terminology, such as variable, equation, term, coefficient*, inequality, expression, and constant.
Solve equations with one or more variables	7.3.5 Solve an equation or formula with two variables for a particular variable.
Know proper order of operations including grouping symbols, and apply to whole number and decimal expressions	7.3.1 Use variables and appropriate operations to write an expression, a formula, an equation, or an inequality that represents a verbal description.
Apply the distributive and associative properties to numeric expressions	7.3.4 Evaluate numerical expressions and simplify algebraic expressions by applying the correct order of operations and the properties of rational numbers* (e.g., identity, inverse, commutative*, associative*, distributive properties*). Justify each step in the process.
Working with Whole Numbers, Fractions and Decimals	
Add subtract multiply and divide mixed numbers, fractions and decimals	
Compare integers, signed decimals, and fractions using the symbols <, >, = $\underline{<}$, $\underline{>}$	7.1.2 Compare and order rational and common irrational numbers and place them on a number line.
Add and subtract integers and signed decimals using parentheses	7.1.3 Identify rational and common irrational numbers from a list.
The Coordinate Plane	
Plot points on coordinate plane; identify the coordinates of a given point	7.3.8 Draw the graph of a line given the slope and one point on the line, or two points on the line.
Calculate the distance between two points that both lie on the x-axis or y-axis	7.3.6 Define slope as vertical change per unit of horizontal change and recognize that a straight line has constant slope or rate of change. 7.3.7 Find the slope of a line from its graph.
Proportions and Geometric Proportions	
Recognize proportions in tables of numbers and on graphs	7.3.9 Identify functions as linear or nonlinear and examine their characteristics in tables, graphs, and equations.
Use proportions to complete a set of data and to complete a graph	7.3.10 Identify and describe situations with constant or varying rates of change and know that a constant rate

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	of change describes a linear function. 7.4.1 Understand coordinate graphs and use them to plot simple shapes, find lengths and areas related to the shapes, and find images under translations (slides), rotations (turns), and reflections (flips).
Solve problems involving percentages, average speeds, and scales on maps	7.5.3 Read and create drawings made to scale, construct scale models, and solve problems related to scale.
Calculate how the area or volume of a given figure changes when one of its dimensions changes	7.5.1 Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems. 7.5.2 Use experimentation and modeling to visualize similarity problems. Solve problems using similarity.
Probability and Statistics	
Interpret statistical data from tables and graphs	7.6.1 Analyze, interpret, and display data in appropriate bar, line, and circle graphs and stem-and-leaf plots* and justify the choice of display.
Display data on line graphs, bar graphs, histograms, and circle graphs	7.6.1 Analyze, interpret, and display data in appropriate bar, line, and circle graphs and stem-and-leaf plots* and justify the choice of display. 7.6.7 Find the number of possible arrangements of several objects using a tree diagram.
Determine probabilities of events through experiments and simulations	7.6.2 Make predictions from statistical data. 7.6.4 Analyze data displays, including ways that they can be misleading. Analyze ways in which the wording of questions can influence survey results. 7.6.5 Know that if P is the probability of an event occurring, then $1 - P$ is the probability of that event not occurring. 7.6.6 Understand that the probability of either one or the other of two disjoint events* occurring is the sum of the two individual probabilities.
Given a set of data, find the mean, median, range and mode	7.6.3 Describe how additional data, particularly outliers, added to a data set may affect the mean*, median*, and mode*.
Integrated	
Problem Solving To be applied through all Mathematical operations performed.	7.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing

Find and use various methods to solve problems Translate word problems into numeric statements Estimate answers Check if answer is reasonable Write answer with correct label	information, and observing patterns. 7.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem.7.7.3 Decide when and how to divide a problem into simpler parts. 7.7.4 Apply strategies and results from simpler problems to solve more complex problems. 7.7.5 Make and test conjectures by using inductive reasoning. 7.7.6 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work. 7.7.7 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 7.7.8 Select and apply appropriate methods for estimating results of rational-number computations. 7.7.9 Use graphing to estimate solutions and check the estimates with analytic approaches. 7.7.10 Make precise calculations and check the validity of the results in the context of the problem. 7.7.11 Decide whether a solution is reasonable in the context of the original situation. 7.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.

Seventh Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:

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Concepts of Science	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Understand what science is the purposes of science understanding our world and responding to it Scientific thinking accurate observation gathering of data experimentation Participate in scientific exploration and experimentation accurately carry out experiments gather information through observation record and present data in varied formats Understand and apply Scientific Method Plan, design, and Complete Science Fair Project	
Scientific thinking	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
accurate observation gathering of data experimentation	
Chemistry	
Matter and Change, States, Properties	
Early theories of Matter	
Atomic Structures	
Common Elements and Symbols	
Periodic Table	
Chemical Bonds, Molecules, Chemical Reactions	
Physics; Mechanical Concepts	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Grade 7, students continue to learn about the relationships between physical objects, events, and processes in the universe.
Simple Machines	
Concept of Speed – S= d/t	
Work, Work= Force x Distance	
Energy as ability to do work	
Power, Power = Work/Time	
Energy	
Different forms, mechanical, heat, chemical	
How energy can change forms	
Heat and Temperature, atomic movements	
Transfer of heat energy by conduction, convection, and radiation	
How energy causes physical changes in matter.	

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Biology	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 7, students trace the flow of matter and energy through ecosystems.
Study the plant and animal kingdoms. Identify external and internal characteristics, body systems. Classify by structure and characteristics	
Zoology	
Five Kingdoms, Animal Classification	
Parts of varied Animal Classes	
Major Characteristics, Differences of Vertebrates	
Growth Stages	
Habitats, Basic Needs, Food Chain	
Light and Sound	
How light travels	
Spectrum	
How Sound travels	
Measurement	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life – problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Measure, estimate, and compare objects by size, weight, capacity, and quantity	
Scientific Tools	
Use a thermometer, balance, scale, etc Use math to solve scientific problems. Use charts, graphs, and other forms to record and gather data.	
Students will gain expose to Great Scientists with focus on Renaissance – Modern Times, i.e. Galileo, Newton, Einstein...	**Standard 6 — Historical Perspectives** Examples of historical events provide a context for understanding how the scientific enterprise operates. By studying these events, one understands that new ideas are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators. The historical events listed in Grade 7 are certainly not the only events that could be used to illustrate this standard, but they provide an array of examples. Through these examples, students will gain insight into germ theory.
Integrated Curriculum	**Standard 7 — Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard

	provides students opportunities to engage in long-term and on-going laboratory and fieldwork, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.

Seventh Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:
Middle Ages to Modern World	**Standard 1 — History** Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.
Brief overview of Prehistory to Middle Ages	
Feudalism	
Rise of Empires	
Exploration	
New World	
Gutenberg and the Spread of Ideas	**Standard 2 — Civics and Government** Students will trace the historic development of different forms of government and compare various contemporary governments in Africa, Asia, and the Southwest Pacific.
Major World Religions	
Martin Luther's new ideas	
Reformation and Counter Reformation	
Colonialism	
Shakespeare	**Standard 3 — Geography** Students will explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.
Kings and Queens	
Revolution	
Geography	
World Political Geography - Europe, Asia, Africa, Americas, Australia, Antarctica – Countries, Capitals, Cities, Landmarks	
Exploration - Land, Sea World	
World Cultures	
Economics	**Standard 4 — Economics** Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.
Make Socio-economic study of countries: size, populations, principle cities, physical features, products	
Geographic influences on economics	
Economic systems	
Students will gain expose to Important People and Concepts with focus on Renaissance –	**Standard 5 — Individuals, Society, and Culture** Students will examine the role of individuals and

Modern Times, i.e. DaVinci, Galileo, Washington, Jefferson, Newton, Einstein... Students will use and create timelines gaining solid overview of history, studying influences, changes, and development	groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.

Eighth Grade Language Arts	
Writing and Research	
Complete frequent, varied writing assignments: essays, reports, summaries, descriptions, letters, stories, poems, news articles, etc.	8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples. 8.2.6 Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text. 8.3.2 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved. 8.3.3 Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations. 8.3.4 Analyze the importance of the setting to the mood, tone, or meaning of the text. 8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works. 8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work. 8.3.8 Contrast points of view — such as first person, third person, third person limited and third person omniscient, and subjective and objective — in narrative text and explain how they affect the overall theme of the work. 8.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text. 8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. 8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.
Write essays that describe, narrate, persuade, compare and contrast	8.5.1 Write biographies, autobiographies, and short stories that tell about an incident, event, or situation,

	using well-chosen details, reveal the significance of, or the writer's attitude about, the subject and use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 8.5.2 Write responses to literature that demonstrate careful reading and insight into interpretations, connect response to the writer's techniques and to specific textual references, make supported inferences about the effects of a literary work on its audience and support statements with evidence from the text. 8.5.4 Write persuasive compositions that include a well-defined thesis that makes a clear and knowledgeable appeal, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals and provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
Write clear, organized, documented research essays	8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion. 8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 8.4.5 Achieve an effective balance between researched information and original ideas. 8.4.11 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. 8.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations, demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process, demonstrates that sources have been evaluated for accuracy, bias, and credibility and organizes information by categorizing and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).
Practice organizing, drafting, revising, and proofreading writings	8.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. 8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices. 8.4.7 Review, evaluate, and revise writing for

	meaning and clarity. 8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas. 8.6.4 Edit written manuscripts to ensure that correct grammar is used.
Speaking and Listening	
Participate civilly and productively in group discussions	8.7.15 Deliver descriptive presentations that establish a clear point of view on the subject of the presentation, establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved) and contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.
Orally present information to the class (e.g. written work, project, report, etc.)	8.7.1 Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. 8.7.2 Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose. 8.7.10 Deliver narrative presentations, such as biographical or autobiographical information that relate a clear incident, event, or situation, using well-chosen details, reveal the significance of the incident, event, or situation and use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.
Listen to presentation, take accurate, detailed notes, and formulate related questions	8.7.7 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener. 8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.
Memorize and recite poetry and/or famous speeches in front of the class	8.7.14 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning. 8.7.11 Deliver oral responses to literature that interpret a reading and provide insight, connect personal responses to the writer's techniques and to specific textual references, make supported inferences about the effects of a literary work on its audience and support judgments through references to the text, other works, other authors, or personal knowledge.
Practice introductions, social etiquette, and	8.7.5 Use appropriate grammar, word choice,

interview techniques	enunciation (clear speech), and pace (timing) during formal presentations. 8.7.6 Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.
Write and give short speech to the class	8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. 8.7.4 Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (*I recommend that you write drafts.*) rather than the passive voice (*The writing of drafts is recommended.*) in ways that enliven oral presentations. 8.7.9 Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions. 8.7.12 Deliver research presentations that define a thesis (a position on the topic), research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic, use a variety of research sources and distinguish the nature and value of each and present information on charts, maps, and graphs.
Participate in a debate with a classmate	8.7.13 Deliver persuasive presentations that include a well-defined thesis (position on the topic), differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language, anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, and other elements and maintain a reasonable tone.
Use standard English when presenting to class	
Spelling and Vocabulary	
Continue regular practice in spelling and vocabulary enrichment	
Spell most words correctly when writing; use dictionary to check spellings	8.6.7 Use correct spelling conventions.
Work on commonly misspelled words	
Study more Latin and Greek words that form common roots	8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.
Grammar and Usage	
Review and practice using punctuation such as colons, semicolons, commas with phrase and clauses, parenthesis, hyphens, dashes, italics, apostrophizes	
Identify misplaced modifiers	

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Study parallelism and practice using parallel structure in sentences	8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.
Analyze and symbolize sentence correctly	8.5.6 Write using precise word choices to make writing interesting and exact. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (*These gestures — acts of friendship — were noticed but not appreciated.*), and other devices to indicate clearly the relationship between ideas.
Review and practice correct. subject - verb agreement with compound sentences	8.6.1 Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.8 Identify and use infinitives (the word *to* followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing*, *-d*, *-ed*, *-n*, *-en*, or *-t* to the base form of the verb, such as *dreaming*, *chosen*, *built*, and *grown*).
Correctly use punctuation studied in earlier grades	8.6.5 Use correct punctuation. 8.6.6 Use correct capitalization.
Literature	
Read novels, poems, stories, plays, classical mythology, nonfiction prose, and great speeches Respond to readings through discussion groups, written response packets, reports, literature analyses, and so on.	8.1.3 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast. 8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents. 8.2.2 Analyze text that uses proposition (statement of argument) and support patterns. 8.2.7 Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents). 8.2.3 Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas. 8.2.4 Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.
Study poetry forms (e.g. sonnet, lyric, limerick, haiku)	8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).
Identify more literary terms, characteristics,	8.1.1 Analyze idioms and comparisons — such as

and devices (e.g., simile, metaphor, epic, imagery, symbol)	analogies, metaphors, and similes — to infer the literal and figurative meanings of phrases.
Read outside of school at least twenty minutes daily	
Integrated	
	8.2.5 Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.
	8.2.8 Understand and explain the use of simple equipment by following directions in a technical manual.
	8.4.4 Plan and conduct multiple-step information searches using computer networks.
	8.4.6 Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
	8.5.5 Write technical documents that identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines, include all the factors and variables that need to be considered and use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.

Eighth Grade Mathematics	
Geometry	
study the concept of cosine; know that a right triangle the cosine of an angle is the ratio of the adjacent side to the hypotenuse	
use a calculator to determine the approximate value of an acute angle given the cosine	8.7.7 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy. 8.7.8 Select and apply appropriate methods for estimating results of rational-number computations.
study perpendiculars and problems of the shortest distance (e.g., prove that the length of any one side of a triangle is always less than the sum of the other two sides)	8.4.2 Perform simple constructions, such as bisectors of segments and angles, copies of segments and angles, and perpendicular segments. Describe and justify the constructions.
show that the shortest distance from a point to a line is a perpendicular segment	
show that any triangle inscribed in a circle with one side as the diameter is a right triangle	
study properties of triangles (e.g. learn that the medians of a triangle intersect at a point called the center of gravity)	
know and use the Pythagorean theorem to calculate the third side of a right triangle	8.4.5 Use the Pythagorean Theorem and its converse to solve problems in two and three dimensions.
study spheres (e.g., know that the section created by the intersection of a plane and a	8.4.3 Identify properties of three-dimensional geometric objects (e.g., diagonals of rectangular solids)

sphere is a circle or a point)	and describe how two or more figures intersect in a plane or in space.
Calculate the surface area of a sphere using the equation $S = 4\pi r^2$ and volume of a sphere using $V = 4/3\pi r^3$	8.5.3 Solve problems involving scale factors, area, and volume using ratio and proportion. 8.5.5 Estimate and compute the area of irregular two-dimensional shapes and the volume of irregular three-dimensional objects by breaking them down into more basic geometric objects.
Study translations and rotations of plane figures (e.g., construct the image of a point, line segment, and circle through a rotations about a point)	8.4.4 Draw the translation (slide), rotation (turn), reflection (flip), and dilation (stretches and shrinks) of shapes.
Show that translations of vectors form a parallelogram	8.5.4 Use formulas for finding the perimeter and area of basic two-dimensional shapes and the surface area and volume of basic three-dimensional shapes, including rectangles, parallelograms, trapezoids, triangles, circles, prisms, cylinders, spheres, cones, and pyramids.
Construct and equilateral triangle, a square, and a regular hexagon, given its center and one of its vertices	8.4.1 Identify and describe basic properties of geometric shapes: altitudes, diagonals, angle and perpendicular bisectors, central angles, radii, diameters, and chords.
Working with Numbers	
Solve one-step equations of the form $A + x = B$ and $Ax = B$, where A and B are constants	8.3.1 Write and solve linear equations and inequalities in one variable, interpret the solution or solutions in their context, and verify the reasonableness of the results.
Simplify expressions by using the number properties and combining like terms	8.2.1 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) in multi-step problems. 8.7.4 Apply strategies and results from simpler problems to solve more complex problems. 8.7.5 Make and test conjectures using inductive reasoning.
Study integer exponents (e.g., know the definition of an exponent n when n is positive or negative; know that a non-zero number to the zero power is one)	8.1.4 Understand and evaluate negative integer exponents. 8.1.5 Use the laws of exponents for integer exponents. 8.1.6 Use the inverse relationship between squaring and finding the square root of a perfect square integer. 8.1.7 Calculate and find approximations of square roots.
Know the multiplication properties of exponents	8.3.3 Interpret positive integer powers as repeated multiplication and negative integer powers as repeated division or multiplication by the multiplicative inverse.
Convert decimal and whole numbers to and from scientific notation	8.1.1 Read, write, compare, and solve problems using decimals in scientific notation.
Work with simple algebraic equations and expressions	
translate word problems into equations and	8.2.2 Solve problems by computing simple and

solve them	compound interest. 8.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns. 8.7.2 Make and justify mathematical conjectures based on a general description of a mathematical question or problem. 8.7.3 Decide when and how to divide a problem into simpler parts.
factor algebraic expressions	8.3.4 Use the correct order of operations to find the values of algebraic expressions involving powers. 8.7.12 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.
simplify algebraic expressions by combining like terms	8.7.10 Make precise calculations and check the validity of the results in the context of the problem. 8.7.11 Decide whether a solution is reasonable in the context of the original situation.
interpret geometrical problems and put them in equation form	8.7.6 Express solutions clearly and logically using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.
study numeric comparisons and inequalities (e.g., know that addition or subtraction of the same value from both sides of an inequality maintains the inequality)	8.1.2 Know that every rational number is either a terminating or repeating decimal and that every irrational number is a nonrepeating decimal. 8.1.3 Understand that computations with an irrational number and a rational number (other than zero) produce an irrational number.
solve one-step inequalities	8.2.3 Use estimation techniques to decide whether answers to computations on a calculator are reasonable. 8.2.4 Use mental arithmetic to compute with common fractions, decimals, powers, and percents.
Organization and Presentation of Linear Data	
study the concept of slope	8.3.10 Graph functions of the form $y = nx^2$ and $y = nx^3$ and describe the similarities and differences in the graphs.
understand what a function is and determine the equation of a linear function given its slope and intercepts	8.3.2 Solve systems of two linear equations using the substitution method and identify approximate solutions graphically. 8.3.5 Identify and graph linear functions and identify lines with positive and negative slope. 8.3.6 Find the slope of a linear function given the equation and write the equation of a line given the slope and any point on the line. 8.6.5 Represent two-variable data with a scatterplot on the coordinate plane and describe how the data points are distributed. If the pattern appears to be linear,

	draw a line that appears to best fit the data and write the equation of that line. 8.7.8 Select and apply appropriate methods for estimating results of rational-number computations.
calculate frequencies from data; create charts, graphs, and tables indicating frequencies	8.3.7 Demonstrate an understanding of rate as a measure of one quantity with respect to another quantity. 8.3.9 Represent simple quadratic functions using verbal descriptions, tables, graphs, and formulas and translate among these representations. 8.6.6 Understand and recognize equally likely events. 8.6.7 Find the number of possible arrangements of several objects by using the Basic Counting Principle.
interpret charts or graphs that have been indexed to a particular value	8.3.8 Demonstrate an understanding of the relationships among tables, equations, verbal expressions, and graphs of linear functions. 8.6.1 Identify claims based on statistical data and, in simple cases, evaluate the reasonableness of the claims. Design a study to investigate the claim. 8.6.2 Identify different methods of selecting samples, analyzing the strengths and weaknesses of each method, and the possible bias in a sample or display. 8.6.3 Understand the meaning of, and be able to identify or compute the minimum value, the lower quartile, the median, the upper quartile, the interquartile range, and the maximum value of a data set. 8.6.4 Analyze, interpret, and display single- and two-variable data in appropriate bar, line, and circle graphs; stem-and-leaf plots; and box-and-whisker plots and explain which types of display are appropriate for various data sets.
Solve problems of measurements including different units and metric - English conversions	8.5.1 Convert common measurements for length, area, volume, weight, capacity, and time to equivalent measurements within the same system. 8.5.2 Solve simple problems involving rates and derived measurements for attributes such as velocity and density.

Renaissance Charter School and Indiana State Standards

Eighth Grade Science	
Biology studies include the plant kingdom overview and study of trees, leaves, and flowers. Zoology studies include classification of the animal kingdom: vertebrae/invertebrates with an emphasis on vertebrates, such as fish, amphibian, reptile, bird, and mammal. The student will further these units to include a study of the Body Systems-skeletal, circulatory, respiratory and digestive. In addition, students study geology, meteorology, astronomy, physics, chemistry, and scientific method. Seasonal science lessons and experiments are interwoven throughout the classroom environment, examples include leaves, nutrition, and weather. In all aspects of the Science Curriculum scientific experimentation, exploration, lab work, discovery and mastery of specific concepts is emphasized. Students use Montessori materials, three part cards, textbooks, prepared experiments, kit-based lab materials, and demonstrations, to learn principles directly and deduce them from data. Scientific thinking is stressed as students work as scientists and receive a strong background in the history and concepts of science.	
Topics Studied:	By Implementing:
Concepts of Science Understand what science is the purposes of science understanding our world and responding to it Scientific thinking accurate observation gathering of data experimentation **Electricity** Static Electricity Conductor / Insulators items Connection between electricity and magnetism	**Standard 1 — The Nature of Science and Technology** It is the union of science and technology that forms the scientific endeavor and that makes it so successful. Although each of these human enterprises has a character and history of its own, each is dependent on and reinforces the other. This first standard draws portraits of science and technology that emphasize their roles in the scientific endeavor and reveal some of the similarities and connections between them. In order for students to truly understand the nature of science and technology, they must model the process of scientific investigation through inquiries, fieldwork, lab work, etc. Through these experiences, students will practice designing investigations and experiments, making observations, and formulating theories based on evidence.
Scientific thinking accurate observation gathering of data experimentation **Scientific Method** Experimental Design Hypothesis, Procedure, Variables, Interpretation, comparison, Reporting of Results	**Standard 2 — Scientific Thinking** There are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. These are mostly, but not exclusively, mathematical and logical skills that are essential tools for both formal and informal learning and for a lifetime of participation in society as a whole. Good communication is also essential in order to both receive and disseminate information and to understand others' ideas as well as

Participate in scientific exploration and experimentation accurately carry out experiments gather information through observation record and present data in varied formats Understand and apply Scientific Method Plan, design, and Complete Science Fair Project	have one's own ideas understood. Writing, in the form of journals, essays, lab reports, procedural summaries, etc., should be an integral component of students' experiences in science.
Meteorology	**Standard 3 — The Physical Setting** One of the grand success stories of science is the unification of the physical universe. It turns out that all natural objects, events, and processes are connected to each other. This standard contains recommendations for basic knowledge about the overall structure of the universe and the physical principles on which it seems to run, with emphasis on Earth and the solar system. This standard focuses on two principle subjects: the structure of the universe and the major processes that have shaped planet Earth, and the concepts with which science describes the physical world in general – organized under the headings of *Matter and Energy* and *Forces of Nature*. In Grade 8, students refine their knowledge about the relationships between physical objects, events, and processes in the universe.
Structure of Atmosphere	
Cloud Types	
Air Movement Pressure	
Cold and Warm Frosts	
Weather Forecasting using barometers, weather maps	
Difference between Weather and Climate	
Human Body / Health	
Major Body Systems	
Basic Parts, Vocabulary	
Cells, building blood	
Idea that cells make up tissues, tissues make up organs, organs work in systems	
Food, Exercise, ...	
Germs, Disease, Immunity, ...	
Zoology	**Standard 4 — The Living Environment** People have long been curious about living things – how many different species there are, what they are like, how they relate to each other, and how they behave. Living organisms are made of the same components as all other matter, involve the same kinds of transformations of energy, and move using the same basic kinds of forces. Thus, all of the physical principles discussed in Standard 3 – The Physical Setting, apply to life as well as to stars, raindrops, and television sets. This standard offers recommendations on basic knowledge about how living things function and how they interact with one another and their environment. In Grade 8, students trace the flow of matter and energy through ecosystems and recognize that the total amount of matter stays constant.
Five Kingdoms, Animal Classification Parts of varied Animal Classes Major Characteristics, Differences of Vertebrates Growth Stages Habitats, Basic Needs, Food Chain	
Botany	
Parts of Plant Structure Interdependence	
Biology	
Study the plant and animal kingdoms. Identify external and internal characteristics, body systems. Classify by structure and characteristics	

Renaissance Charter School and Indiana State Standards

Measurement Measure, estimate, and compare objects by size, weight, capacity, and quantity **Scientific Tools** Use a microscope, thermometer, balance, scale, etc Use math to solve scientific problems. Use charts, graphs, and other forms to record and gather data.	**Standard 5 — The Mathematical World** Mathematics is essentially a process of thinking that involves building and applying abstract, logically connected networks of ideas. These ideas often arise from the need to solve problems in science, technology, and everyday life – problems ranging from how to model certain aspects of a complex scientific problem to how to balance a checkbook.
Students will gain expose to Great Scientists with focus on U.S. and Modern Times, i.e. Franklin, Edison, Einstein, . . .	**Standard 6 — Historical Perspectives** Examples of historical events provide a context for understanding how the scientific enterprise operates. By studying these events, one understands that new ideas are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators. The historical events listed in Grade 8 are certainly not the only events that could be used to illustrate this standard, but they provide an array of examples. Through these examples, students will gain insight into chemistry, specifically that of nuclear chemistry.
Integrated Curriculum	**Standard** 7 **— Common Themes** Some important themes pervade science, mathematics, and technology and appear over and over again, whether we are looking at ancient civilization, the human body, or a comet. These ideas transcend disciplinary boundaries and prove fruitful in explanation, in theory, in observation, and in design. A focus on *Constancy and Change* within this standard provides students opportunities to engage in long-term and on-going laboratory and fieldwork, and thus understand the role of change over time in studying The Physical Setting and The Living Environment.

Eighth Grade Social Studies	
Renaissance Academy Charter School students study history throughout the world with the primary focus on history of Western Civilization and special emphasis on United States History. Geography is studied concurrently and correlated with the time period studied. In every year, student work with / learn parts of the globe, map skills, and geographical terms and themes. Every year students use text books and research books for study, they use hands-on materials, timelines, and maps; and, their literature work includes historical fiction and nonfiction books correlated with their studies.	
Topics Studied:	By Implementing:

Renaissance Charter School and Indiana State Standards

United States Colonization Native American Cultures Exploration and Colonization of Americans Revolution, Constitutional Development	**Standard 1 — History** Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the discovery, exploration, and colonization of America, and the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.
Westward Movement Division, Reconstruction Industrial Growth, 20th Century, Major Developments, Wars and Movements Basic Economics Government Systems with US government focus Presidents and Political movements	**Standard 2 — Civics and Government** Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States.
Geography United States Regions, Topography, Landforms Geographical response to Basic Needs Exploration, U.S. Development States and Capitals, Cities, Landmarks,...	**Standard 3 — Geography** Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, each of the states, and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.
Economics Make Socio-economic study of countries: size, populations, principle cities, physical features, products Geographic influences on economics Economic systems	**Standard 4 — Economics** Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.
Students will gain expose to Important People and Concepts with focus on U.S. and Modern Times, i.e. Franklin, Edison, Einstein, . . . Students will use and create timelines gaining solid overview of history, studying influences, changes, and development	**Standard 5 — Individuals, Society, and Culture** Students will examine the influence of individuals, ideas, and cultural movements in the development of the United States; consider the impact of scientific and technological developments on cultural life, and analyze the importance of artistic expression in the development of the American nation.

6 weeek periods, week between

Renaissance Upper Elementary History, Geography, & Science Curriculum

	Sep - Oct	Nov-Dec	Jan-end Feb	end Feb -mid Apr	mid-Apr - May
	Year 1		**Prehistory to Medieval Times**		
	LAND	**INSTINCT**	**AIR**	**THOUGHT**	**GROWTH**
	Early Earth	**First Farmers- earliest Civ**	**Egypt +, Bronze Age - Iron**	**Classical Age Greeks +**	**Rome +**
History	☞ Great Lessons, Earth - Timeline of Life - Evolution - People - ☞ Basic Needs of Humans ☞ Primitive Man, Hunter Gathere	☞ ····First Farmers- earliest Civ ☞ domestication of plants & animals ☞ Barter Systems, Trade, Basic eco ☞ Ancient Civilizations including: Mesopotamia, Babylon,	☞ Ancient Civilizations including: Egypt, Africa, China, Phoenicians, ☞ Great Dynasties of China Eastern Religions	Philosophy, Literature, Science Greek Gods Democracy Timeline of People consistemt review of societal response to basic needs	Roman Empire & World BC -AD 400 ☞ The Rise and Fall of the Roman ☞ Growth of Major World Religions - Judaism, Christianity ☞ early dark ages
Geography	World Physical Geography - Continents, Oceans, World Landforms, and Topography	Influence of natural geography or cultures and human development.	Emphasis on Africa,	Asia,	and Europe centered on the Mediterranean.
Science	**Earth Science, Geology** Geographical Features and Formations Earth's Layers Seasons and Effects Earthquakes and Volcanoes Water Cycle History – Fossils, Geologic Time	**Zoology** Five Kingdoms, Animal Classification Parts of varied Animal Classes Major Characteristics, Differences of Vertebrates cells, tissues, organs, systems Growth Stages Habitats, Basic Needs, Food Webs & Chains	**Astronomy** Structure of Solar System Earths Place and Movement in System Galaxies, types of stars, Deep space objects, Electric Current Gravity Stars and Constellations Phases of Moon	**Great Scientists** Students will gain exposure to Great Scientists with focus on: Ancient - early Medieval Times, i.e. Aristotle, Euclid, Pythagoras	**Botany** Parts of Plant Structure plants, algae, and fungi structure, growth, reproduction, metabolism, development, diseases, organelles, cells, tissues, organs, Interdependence
	Year 2		**Middle Ages to Modern World**		
	FORCES	**PIECES**	**POWER**	**LIGHT**	**SYSTEMS**
	☞ **Brief overview of Prehistory to Middle Ages**	**Dark/Middle Ages 400-1000**	**Middle Ages 1000-1400**	**Renaissance 1400-1650**	**Overview World - Governments & Economics**
History	Great Lessons, Earth - People - Farm ☞ Rise & Fall of Great Civilizations ☞ Great Dynasties of China	☞ Feudalism ☞ Major World Religions ☞ Britain First Kings ☞ Rise of Islamic Empire ☞ Inca, Aztec, Toltec	☞ Crusades ☞ Kingdoms around the World ☞ Gutenberg and the Spread of Id ☞ Kings and Queens ☞ Rise of Empires	☞ Art, Music, Learning ☞ Exploration ☞ Martin Luther's new ideas ☞ Reformation and Counter Refo ☞ Shakespeare	☞ New World ☞ Imperialism, Colonialism ☞ Revolution Monarchy, Dictatorship, Democracy, Theocracy, Socialism Capitalism, Socialism, Communism
Geography	Geography - Along with major themes, topics, and vocabulary, students will focus on: Review World Physical Geography - Review Africa & Asia	Review & Finish Europe	Australia & Antarctica	☞ Exploration - Land, Sea World South America, Overview N America	☞ World Cultures ☞ World Political Geography - Eur
Science	**Physics; Mechanical Concepts** Simple Machines Concept of Speed – S= d/t	**Chemistry** Matter and Change, States, Properties Early theories of Matter	**Energy** Different forms, mechanical, heat, chemical How energy can change forms	**Light and Sound** How light travels Spectrum	**Great Scientists** Renaissance – Modern Times, i.e.

Science	Work, Work= Force x Distance Energy as ability to do work Power, Power = Work/Time	Atomic Structures Common Elements and Symbols Chemical Bonds, Molecules, Chemical Reactions Periodic Table	Heat and Temperature, atomic movements Transfer of heat energy by conduction, convection, and radiation How energy causes physical changes in matter.	How Sound travels	Copernicus, Galileo, Newton, Einstein…

Year 3 History - United States

	CHANGE	INDEPENDENCE aka "Life, Liberty, and the pursuit of Happiness"	INVESTIGATION	CONNECTIONS	INTERDEPENDENCE
History	**Prehistory-1765** ☞ **Brief overview of Prehistory to America** ☞ Native American Cultures ☞ Exploration of Americans ☞ Colonization ☞ Colonial Life - English em ☞ French Indian War	**1760-1800** ☞ Dissatisfaction w/ Gov ☞ Revolution ☞ Constitutional Development ☞ Government ☞ Basic Economics review	**1781-1865** ☞ **Growth & Division** ☞ First Presidents ☞ Lewis & Clark ☞ Westward Movement ☞ Regional Differences, Slavery ☞ Civil War	**1865-1940** ☞ **Reconstruction - Depression** ☞ West ☞ Industrialization ☞ US Reaching outward ☞ Invention ☞ Turn of 20th Century ☞ Presidents and Political mover	**Modern World 1941-** ☞ WWII, power, rights, remember or repeat ☞ Holocaust "All that is necessary for the triumph of ☞ Cold War ☞ United Nations ☞ Civil Rights ☞ Vietnam - Recent Times
Geography	Geography - Along with major themes, topics, and vocabulary, students will focus on: World - North & South America Land, Biomes, Native Peoples Geographical response to Basic Need	Regions, Topography, Landforms Emphasis on North America	US Regions, States	S States and Capitals, Cities, Landmar	World political Geo Review 21st Century UN Nations
Science	**Meteorology** Structure of Atmosphere Cloud Types Air Movement Pressure Weather Forecasting using barometers, weather maps Cold and Warm Frosts Difference between Weather and Climate	**Human Body / Health** Major Body Systems Basic Parts, Vocabulary Cells, building blood Idea that cells make up tissues, tissues make up organs, organs work in systems Food, Exercise, ... Germs, Disease, Immunity, ...	**Scientific Method** Experimental Design History of exp Hypothesis, Procedure, Variables, Interpretation, comparison, Reporting of Results objective-subjective-observer alters Science Fair	**Electricity** atom review - electron charge, current, field Static Electricity Connection between electricity and magnetism Conductor / Insulators items circuits	**Great Scientists & Modern Inventions** U.S. and Modern Times, i.e. Franklin, Edison, Einstein, . .