



Charter Schools Institute
State University of New York

BROOKLYN EXCELSIOR CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

Sec. 2852(5) Submission to the Board of Trustees

VOLUME 6 OF 9

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TECHNOLOGY FIFTH GRADE

**Technology—Educational Philosophy
Content Standards Grade 5
Scope and Sequence of
Content Standards Grades 3-8**



Educational Technology Philosophy

The National Assessment of Educational Progress (NAEP) has tracked student achievement for nearly three decades. In 1996, the results of the NAEP indicated a link between certain kinds of technology use, higher scores on the NAEP, and an improved school climate.¹ It is important to note that not all types of technology use produced these results. In fact, the results indicated that the use of computers for "drill and practice" may result in decreased student scores. The technology use that proved most beneficial centered on using the computer for simulation, problem solving and analysis. "The computer's most powerful uses are for making things visual," says James Kaput, a math professor at the University of Massachusetts-Dartmouth. "It can make visual abstract processes that that are otherwise ineffable."

As an organization, NHA focuses on delivering a "back to basics" approach to education based on research to generate student performance results. NHA's philosophy is grounded in the premise that the primary educational focus in elementary school should be mastering the core academic subjects of English, reading, mathematics, history, and science. Use of technology within the framework of the core academic curriculum must be age appropriate and must enhance the learning process. Just as writing relies on penmanship as a requisite skill, students and teachers must develop requisite skills in the use of technology in order to maximize its curricular impact. Students will develop these skills in the context of using technology for academic pursuits. Teachers will develop technology skills through training, practice, and ongoing assessment.

Developing Technology Skills

NHA's core academic curriculum is extremely rigorous and focuses on developing the fundamental skills, attitudes, and background knowledge that will allow students to be successful in all future pursuits. Specific technology skills are most effectively learned in the context of the core curriculum. Just as science teachers have taught their students to use a microscope in order to view cells, basic technology skills, such as using a scanner, are best taught in the context of developing a Web page or creating a portfolio. However, NHA will develop a specific technology curriculum to ensure the acquisition of computer skills.

NHA's approach to the curriculum is built upon the premise that a child's long-term academic success is directly related to the strength of the foundation upon which it is built. This belief provides a central core for the entire NHA curriculum. With this in mind, the school calendar and schedule focuses primarily on the development of this foundation in the core academic subjects. Once this foundation is laid, the learner benefits in all curricular areas.

In alignment with this core belief, NHA approaches the formal computer training very deliberately. While computers can be used in grades K-2 to enhance the delivery/experience of the student in the academic areas, no formal computer training is addressed during these formative years. A student's time in school is so valuable that computer training at these early ages would supersede a more fundamental element of the child's education. Students in grades K-2 may acquire technology skills as a by-product of the technology use within the curriculum. Formalized computer training will begin to be addressed by the classroom teacher beginning in grade 3. During the upper elementary years (grades 3-5), time is carved out of the school day to help students develop specific skills as they align with state and national standards. In most NHA affiliated schools, a computer elective course is offered in grades 6-8. During this set of courses, more advanced computer skills are taught and students are asked to apply these skills in increasingly unique and meaningful ways. Teachers in grades 6-8 will continue to include the development of computer skills into the classroom and students will be expected to apply these skills appropriately to enhance their learning.

¹"The Link to Higher Scores", Andrew Trotter, Education Week, October 1, 1998.

This technology curriculum is based on both state and national standards. Specific lessons and assessments related to computer skill acquisition will be developed through a cooperative effort between the NHA Educational Technology team and the NHA Curriculum team.

Integrating Technology with the Curriculum

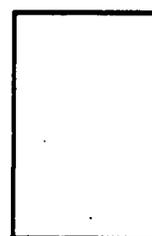
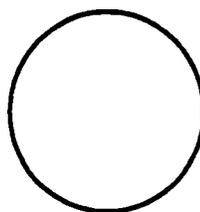
Although the time dedicated to acquire computer-specific skills is not equally distributed throughout the various grade levels, the underlying philosophy regarding technology use to enhance instruction is constant. In addition to developing materials that address both content standards and technology competencies, NHA is committed to the electronic delivery of content and supporting materials that aide in the delivery of curricula.

To achieve this goal of integration, NHA will develop a comprehensive curriculum map that includes specific teacher and student resources that tie technology with the core content areas in meaningful and substantive ways. A library of technology projects will be developed that connect specific curriculum objectives with technology skills. As a result, each teacher will be able to develop the tools necessary to integrate the acquisition of these skills into the academic curricula.

Over the course of the 2000-2001 school year, the Educational Technology Team, in conjunction with NHA teachers, has developed over 300 lessons, units and projects that integrate the technology curriculum into other curricular areas. These resources span all subject areas and grade levels and are made available to all NHA teachers in electronic form. Through the implementation of this technology plan, it is NHA's vision that this development will continue and lessons, units, projects, and other resources will continue to be made available to all NHA teachers that tie the technology curriculum into other curricular areas. The following is an example of a lesson that integrates technology objectives within other curricular areas.

A class is about to begin a unit on fractions within the fourth grade math curriculum. The teacher works with the Educational Technology Specialist to develop a lesson where students are to divide certain shapes into sections and then color the sections to depict a given fraction. The lesson will be done using a paint/draw program on the computer. See the example below:

1. Use the paint tools to divide the following shapes into fourths.
2. Use the paint tools to color the sections of each object to show the following:
 - a. Circle: $\frac{3}{4}$
 - b. Rectangle: $\frac{1}{4}$



The teacher will spend a small amount of time at the beginning of the lesson to explain how to use the paint/draw program, but the primary focus of the lesson will be focused on getting a better understanding of fractions. This lesson ties together many of the technology curriculum's paint/draw program objectives as well as many of the fraction objectives found in the mathematics curriculum.

Grade Levels	Computer Skill Acquisition	Technology-Infused Delivery of Instruction
K - 2	<p>No instructional time is devoted to computer skill development.</p> <p>Resources: None</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Resources: LCD projectors, Internet connectivity</p>
3 - 5	<p>Instructional time is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Computer operations 2. File management 3. Word processing 4. Keyboarding 5. Presentation tools 6. Spreadsheet use 7. Database basics 8. Internet use & responsibilities <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required.</p>
6 - 8	<p>Instructional time in the middle school "Media / Technology" elective course is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Digital imaging 2. Digital audio 3. Desktop publishing 4. Presentation 5. Basics of good design 6. Web page authoring 7. Application integration 8. Internet use <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p> <p>It is desirable to place some computers permanently in each middle school classroom to achieve a fully integrated environment</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Students utilize computers independently to accomplish tasks appropriate to the use of the computer as a tool. Computers become seamlessly integrated tools in the middle school classroom, mimicking their place in the adult work environment.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required. Permanently placed PCs in middle school classroom are desirable.</p>

Technology Content Standards Grade 5

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independant User: Apply the technology objective without direction.

Content Standard 1: Students will demonstrate awareness, knowledge and appropriate usage of computer hardware components.	
Mouse Skills:	
Mouse Skills: Point and Click/Double Click	Independant User
Mouse Skills: Point and Select from Menu	Independant User
Mouse Skills: Point, Click, and Drag	Independant User
Mouse Skills: Know the basic functional differences between left and right mouse buttons.	Introduce
Keyboarding Skills:	
Keyboarding Skills: Use Typing Tutorial Progam.	Develop
Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys.	Develop
Other:	
Indetify and know the basic functions of computer hardware.	Independant User
Know potential hazards that could damage computer hardware.	Independant User
Learn NHA's student computer useage policies.	Independant User
Know basic facts about networked computers.	Introduce
Uses a variety of input and output devices. (Scanner, Digital Camera, etc...)	Introduce

Content Standard 2: Students will demonstrate awareness, knowledge and useage in file management and basic computer operation.	
File Management:	
File Management: Save (Name, Choose a location)	Independant User
File Management: Retrieve saved documents	Independant User
File Management. Distinguish between Save and Save As	Develop
File Management: Create back-up of documents.	Introduce
Computer Operation Skills:	
Computer Operation Skills: Know how to start a computer software program	Independant User
Computer Operation Skills: Cut, Copy, Paste	Develop
Computer Operation Skills: Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button)	Develop

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independant User: Apply the technology objective without direction.

Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database.	
Word Processing:	
Word Processing: Know how to start a new Word Processing document.	Independant User
Word Processing: Change the font and size of text.	Independant User
Word Processing: Align text with alignment buttons.	Independant User
Word Processing: Highlight text with the mouse.	Independant User
Word Processing: Change the format of text with bold, italics and underline.	Independant User
Word Processing: Know how to print independantly.	Independant User
Word Processing: Use the cut and paste commands.	Develop
Word Processing: Use the menu bar functions.	Develop
Word Processing: Insert Clip Art	Develop
Word Processing: Use Spell Check	Introduce
Spreadsheet:	
Spreadsheet: Use the mouse to select a cell.	Independant User
Spreadsheet: Enter data into a cell.	Independant User
Spreadsheet: Learn spreadsheet terms.	Develop
Spreadsheet: Know how to start a new Spreadsheet document.	Develop
Spreadsheet: Learn to graph or chart.	Introduce
Spreadsheet: Learn to add/subtract cell information.	Introduce
Other:	
Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games.	Develop

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations.	
Graphics:	
Know how to use basic painting and drawing tools.	Independent User
Able to put shapes together to create a picture.	Independent User
Know how to use advanced painting and drawing tools.	Introduce
Know how to select specific areas of a painting or drawing.	Introduce
Know how to use cut, copy, and paste with selected shapes.	Introduce
Desktop Publishing/Presentations:	
Know how to insert clip art.	Develop
Learn how to select and use a template.	Introduce
Know how to Zoom in and out.	Introduce
Learn how to create a basic presentation.	Introduce
Use special hardware devices for input within a document (scanner, digital camera).	Introduce

Content Standard 5: Students will demonstrate awareness, knowledge and usage of the World Wide Web and research tools that leverage technology.	
Know how to search for information within a reference-based software program.	Independent User
Learn Internet etiquette: do's and don't's	Independent User
Know basic internet terms.	Independent User
Manually entering an Internet Web address (URL).	Introduce
Learn how to search and use keywords within a search engine.	Introduce
Learn Internet Explorer button functions (back, forward, stop, etc..).	Introduce
Learn to access, send and reply with e-mail.	Introduce
Learn how to download graphics.	Introduce

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual.	
Know ways that technology is used at home and school.	Introduce
Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people.	Introduce
Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it.	Introduce
Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things.	Introduce
Know that new inventions often lead to other new inventions and ways of doing things.	Introduce
Know areas in which technology has improved human lives.	Introduce
Understand the concept of software piracy.	Introduce

Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making.	
Know that objects occur in nature; but people can also design and make objects.	Independent User
Know that tools can be used to observe, measure, make things, and do things better and/or more easily.	Independent User
Know that people are always inventing new ways to solve problems and get work done.	Independent User
Identify a simple problem that can be solved using technology.	Introduce
Know constraints that must be considered when designing a solution to a problem.	Introduce
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	Introduce
Know that people have invented and used tools throughout history to solve problems and improve ways of doing things.	Introduce

Scope and Sequence of Content Standards Grades 3-8

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 1: Students will demonstrate awareness, knowledge and appropriate usage of computer hardware components.						
	3	4	5	6	7	8
Mouse Skills:						
Mouse Skills: Point and Click/Double Click	I	D	IU	IU	IU	IU
Mouse Skills: Point and Select from Menu	I	D	IU	IU	IU	IU
Mouse Skills: Point, Click, and Drag	I	D	IU	IU	IU	IU
Mouse Skills: Know the basic functional differences between left and right mouse buttons.			I	D	IU	IU
Keyboarding Skills:						
Keyboarding Skills: Use Typing Tutorial Program.		I	D	IU	IU	IU
Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys.		I	D	IU	IU	IU
Other:						
Identify and know the basic functions of computer hardware.	I	D	IU	IU	IU	IU
Know potential hazards that could damage computer hardware.	I	D	IU	IU	IU	IU
Learn NHA's student computer usage policies.	I	D	IU	IU	IU	IU
Know basic facts about networked computers			I	D	IU	IU
Uses a variety of input and output devices. (Scanner, Digital Camera, etc...)			I	D	IU	IU
Know the differing capacities and trade-offs for computer storage media.				I	D	IU

Content Standard 2: Students will demonstrate awareness, knowledge and usage in file management and basic computer operation.						
	3	4	5	6	7	8
File Management:						
File Management: Save (Name, Choose a location)	I	D	IU	IU	IU	IU
File Management: Retrieve saved documents	I	D	IU	IU	IU	IU
File Management: Distinguish between Save and Save As		I	D	IU	IU	IU
File Management: Create back-up of documents			I	D	IU	IU
Computer Operation Skills:						
Computer Operation Skills: Know how to start a computer software program	I	D	IU	IU	IU	IU
Computer Operation Skills: Cut, Copy, Paste		I	D	IU	IU	IU
Computer Operation Skills: Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button)		I	D	IU	IU	IU
Computer Operation Skills: Trouble-shoots simple problems				I	D	IU

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database.						
	3	4	5	6	7	8
Word Processing:						
Word Processing: Know how to start a new Word Processing document.	I	D	IU	IU	IU	IU
Word Processing: Change the font and size of text.	I	D	IU	IU	IU	IU
Word Processing: Align text with alignment buttons.	I	D	IU	IU	IU	IU
Word Processing: Highlight text with the mouse.	I	D	IU	IU	IU	IU
Word Processing: Change the format of text with bold, italics and underline.	I	D	IU	IU	IU	IU
Word Processing: Know how to print independantly.	I	D	IU	IU	IU	IU
Word Processing: Use the cut and paste commands		I	D	IU	IU	IU
Word Processing: Use the menu bar functions.		I	D	IU	IU	IU
Word Processing: Insert Clip Art		I	D	IU	IU	IU
Word Processing: Use Spell Check			I	D	IU	IU
Word Processing: Learn Keyboard short-cuts (Ctrl-V = Paste, etc...)				I	D	IU
Word Processing: Learn to use headers and footers.				I	D	IU
Spreadsheet:						
Spreadsheet: Use the mouse to select a cell	I	D	IU	IU	IU	IU
Spreadsheet: Enter data into a cell	I	D	IU	IU	IU	IU
Spreadsheet: Learn spreadsheet terms		I	D	IU	IU	IU
Spreadsheet: Know how to start a new Spreadsheet document		I	D	IU	IU	IU
Spreadsheet: Learn to graph or chart.			I	D	IU	IU
Spreadsheet: Learn to add/subtract cell information			I	D	IU	IU
Spreadsheet: Create formula functions					I	D
Database						
Database: Know how to start a new Database document				I	D	IU
Database: Know database terms				I	D	IU
Database: Know how to create fields and enter information into records				I	D	IU
Database: Learn to sort the database based on one field				I	D	IU
Database: Perform a search based on one or more fields				I	D	IU
Other:						
Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games		I	D	IU	IU	IU
Start using multiple applications to complete one document or project (eg. insert a spreadsheet into a word processing document.)				I	D	IU
Know how formats differ among software applications and hardware platforms				I	D	IU

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations.

	3	4	5	6	7	8
Graphics:						
Know how to use basic painting and drawing tools.	I	D	IU	IU	IU	IU
Able to put shapes together to create a picture.	I	D	IU	IU	IU	IU
Know how to use advanced painting and drawing tools.			I	D	IU	IU
Know how to select specific areas of a painting or drawing.			I	D	IU	IU
Know how to use cut, copy, and paste with selected shapes.			I	D	IU	IU
Know the differences between several graphic formats.				I	D	IU
Desktop Publishing/Presentations:						
Know how to insert clip art.		I	D	D	IU	IU
Learn how to select and use a template.			I	D	IU	IU
Know how to Zoom in and out.			I	D	IU	IU
Learn how to create a basic presentation.			I	D	IU	IU
Use special hardware devices for input within a document (scanner, digital camera)			I	D	IU	IU
Learn how to format a Presentation.				I	D	IU
Complete a content area project				I	D	IU
Complete and present a content area project presentation using Microsoft Powerpoint.				I	D	IU
Use multimedia within a document/presentation (video, animation, sound, etc..)				I	D	IU

Content Standard 5: Students will demonstrate awareness, knowledge and usage of the World Wide Web and research tools that leverage technology.

	3	4	5	6	7	8
Know how to search for information within a reference-based software program	I	D	IU	IU	IU	IU
Learn Internet etiquette do's and don't's	I	D	IU	IU	IU	IU
Know basic internet terms	I	D	IU	IU	IU	IU
Manually entering an Internet Web address (URL)			I	D	IU	IU
Learn how to search and use keywords within a search engine.			I	D	IU	IU
Learn Internet Explorer button functions (back, forward, stop, etc..)			I	D	IU	IU
Learn to access send and reply with e-mail			I	D	IU	IU
Learn how to download graphics			I	D	IU	IU
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems				I	D	IU

Introduce: Direct Instruction of the technology objectives.
Develop: Apply the technology objective with direction.
Independent User: Apply the technology objective without direction.

Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual.						
	3	4	5	6	7	8
Know ways that technology is used at home and school.			I	D	IU	IU
Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people.			I	D	IU	IU
Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it.			I	D	IU	IU
Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things			I	D	IU	IU
Know that new inventions often lead to other new inventions and ways of doing things.			I	D	IU	IU
Know areas in which technology has improved human lives.			I	D	IU	IU
Understand the concept of software piracy.			I	D	IU	IU
Know ways in which technology has influenced the course of history.				I	D	IU
Know that science cannot answer all questions and technology cannot solve all human problems nor meet all human needs					I	D
Know examples of copyright violations and computer fraud and possible penalties					I	D
Know that technology and science are reciprocal. They both are the driving force behind each other						I
Know ways in which technology and society influence one another.						I

Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making.						
	3	4	5	6	7	8
Know that objects occur in nature, but people can also design and make objects	I	D	IU	IU	IU	IU
Know that tools can be used to observe, measure, make things, and do things better and/or more easily	I	D	IU	IU	IU	IU
Know that people are always inventing new ways to solve problems and get work done	I	D	IU	IU	IU	IU
Identify a simple problem that can be solved using technology			I	D	IU	IU
Know constraints that must be considered when designing a solution to a problem			I	D	IU	IU
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems			I	D	IU	IU
Know that people have invented and used tools throughout history to solve problems and improve ways of doing things			I	D	IU	IU
Identify appropriate problems for technological design					I	D
Design a solution or product, taking into account needs and constraints					I	D
Implement a proposed design					I	D

VISUAL ARTS FIFTH GRADE

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
And Objectives**

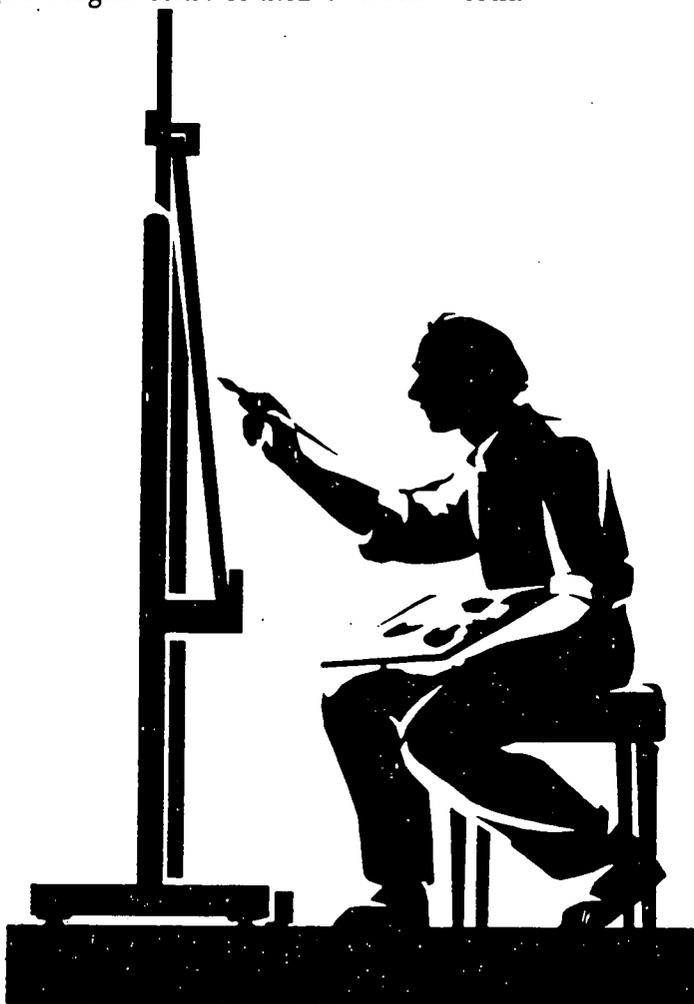


Visual Arts Mission Statement National Heritage Academies

In teaching the visual arts, we seek to provide the student with the tools to understand the significant role the visual arts play in our lives with their power to express ideas throughout history. The visual arts are an essential means of communication in our society and we seek to enable the child to use the visual arts to express his or her own unique ideas.

The visual arts curriculum will equip the learner with a philosophical, intellectual, physical, emotional, and moral foundation in the visual arts. From this foundation, we seek to enhance the critical thinking and problem-solving skills of the student through creativity and self-expression.

We believe the visual arts are essential to a child's education and provide an opportunity for each child to become a valuable and contributing member of our society, ultimately leading to a higher sense of their own self-worth.



<p style="text-align: center;">NATIONAL HERITAGE ACADEMIES VISUAL ARTS EDUCATION</p>
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Art History

The study of art history will enable students to appreciate and understand artworks and artists from various cultures past and present.

Aesthetics

Aesthetics in art education helps form the foundation of a student's understanding of the arts as a unique and important human experience. The study of aesthetics will enable the student to view, appreciate, interpret and evaluate works of art.

Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

Art criticism is an effort to fully understand works of art by precisely describing them, analyzing their components, interpreting them and making judgments about the content or form according to established standards.

Integration

Integrating art into the classroom curriculum helps the student understand the correlation between the two areas of study.

Visual Arts: Grade 5

Content Standards
Fifth Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art of the Renaissance

- The shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world
- The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
- The development of linear perspective during the Italian Renaissance
 - The vantage point or point-of-view of the viewer
 - Convergence of parallel lines toward a vanishing point, the horizon line
- Observe and discuss works in different genres--such as portrait, fresco, Madonna --by Italian Renaissance artists, including
 - Sandro Botticelli, *The Birth of Venus*
 - Leonardo da Vinci, *The Proportions of Man, Mona Lisa, The Last Supper*
 - Michelangelo, Ceiling of the Sistene Chapel, especially the detail known as *The Creation of Adam*
 - Raphael, *The Marriage of the Virgin*, examples of his Madonnas (such as *Madonna and Child with the Infant St. John, The -Alia Madonna, or The Small Cowper Madonna*)
- Become familiar with Renaissance sculpture, including:
 - Donatello, *Saint George*
 - Michelangelo, *David*

- Become familiar with Renaissance architecture, including
The Florence Cathedral dome designed by Filippo Brunelleschi
St. Peter's in Rome
- Observe and discuss paintings of the Northern Renaissance, including
Pieter Brueghel, *Peasant Wedding*
Albrecht Dürer, *Self-Portrait* (such as from 1498 or 1500)
Jan van Eyck, *Giovanni Arnolfini and His Wife* (also known as *Arnolfini Wedding*)

II. American Art: Nineteenth-Century United States

- Become familiar with the Hudson River School of landscape painting, including
Thomas Cole, *The Oxbow (The Connecticut River Near Northampton)*
(also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
Albert Bierstadt, *Rocky Mountains, Lander's Peak*
- Become familiar with genre paintings, including
George Caleb Bingham, *Fur Traders Descending the Missouri*
William Sidney Mount, *Eel Spearing at Setauket*
- Become familiar with art related to the Civil War, including
Civil War Photography of Matthew Brady and his colleagues
The Shaw Memorial sculpture of Augustus Saint-Gaudens
- Become familiar with popular prints by Currier and Ives

III. Art of Japan

- Become familiar with:
The Great Buddha (also known as the Kamakura Buddha)
Landscape gardens

**MUSIC
FIFTH GRADE**

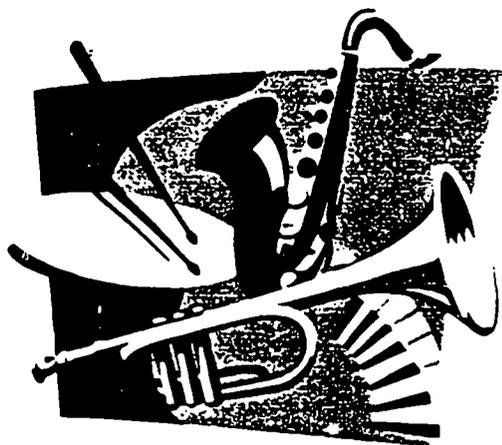
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 5-2000**



NHA MUSIC PHILOSOPHY

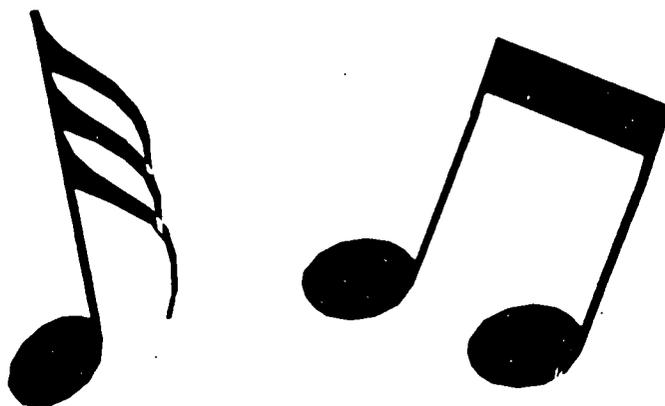
Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



Fifth Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat; playing a steady beat, a simple rhythm pattern, simultaneous rhythm patterns, and syncopation patterns
B. Discriminate between fast and slow; gradually slowing down and getting faster (ritardando and accelerando)
C. Discriminate between differences in pitch less than half step (intonation)
D. Discriminate between loud and soft; crescendo and decrescendo
E. Understand legato (smoothly flowing progression of notes) and staccato (crisp, separated notes)
F. Sing accompanied, unaccompanied, and in unison
G. Recognize harmony; singing in rounds and canons; 2 and 3-part singing
H. Recognize introduction, interlude, and coda in musical selections
I. Recognize verse and refrain introduction and coda
J. Continue work with timbre and phrasing
K. Recognize, listen and chart theme and variations, and ABA and ABAC form
L. Name the ledger lines and spaces of the treble clef staff
M. Sing or play simple melodies while reading scores
N. Recognize chords: I (tonic), IV (subdominant), V (dominant) and intervals of thirds, fourths, fifths
O. Recognize the term "octave"
P. Understand the following notation: grouped sixteenth notes, quarter notes and rests, eighth notes, half notes and rests, whole notes and rests, tied notes and dotted notes, sharps and flats, D.C. al fine, meter signatures, and dynamics
Q. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page # 89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue # 6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 5 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

* Music Teachers are able to place orders with other vendors due to availability

0-02-295371-X	Pupil Edition	42.99	_____	_____
0-02-295391-4	Teacher's Edition (with Piano Accompaniment)	126.00	_____	_____
0-02-295380-9	Teacher's Edition	84.00	_____	_____
0-02-295418-X	Teacher's Resource Package	96.00	_____	_____
0-02-295427-9	Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5	Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295411-2	Ochestrations of Orff Instruments	12.00	_____	_____
0-02-295404-X	Playing the Recorder	8.28	_____	_____
0-02-295499-6	Listening Map transparencies	45.00	_____	_____
0-02-295440-6	Compact Discs	468.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295445-7	Musica para todos for Intermediate Grades, Gr. 3-6	5.22	_____	_____
0-02-295364-7	Share World Music: Songs form Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs form Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

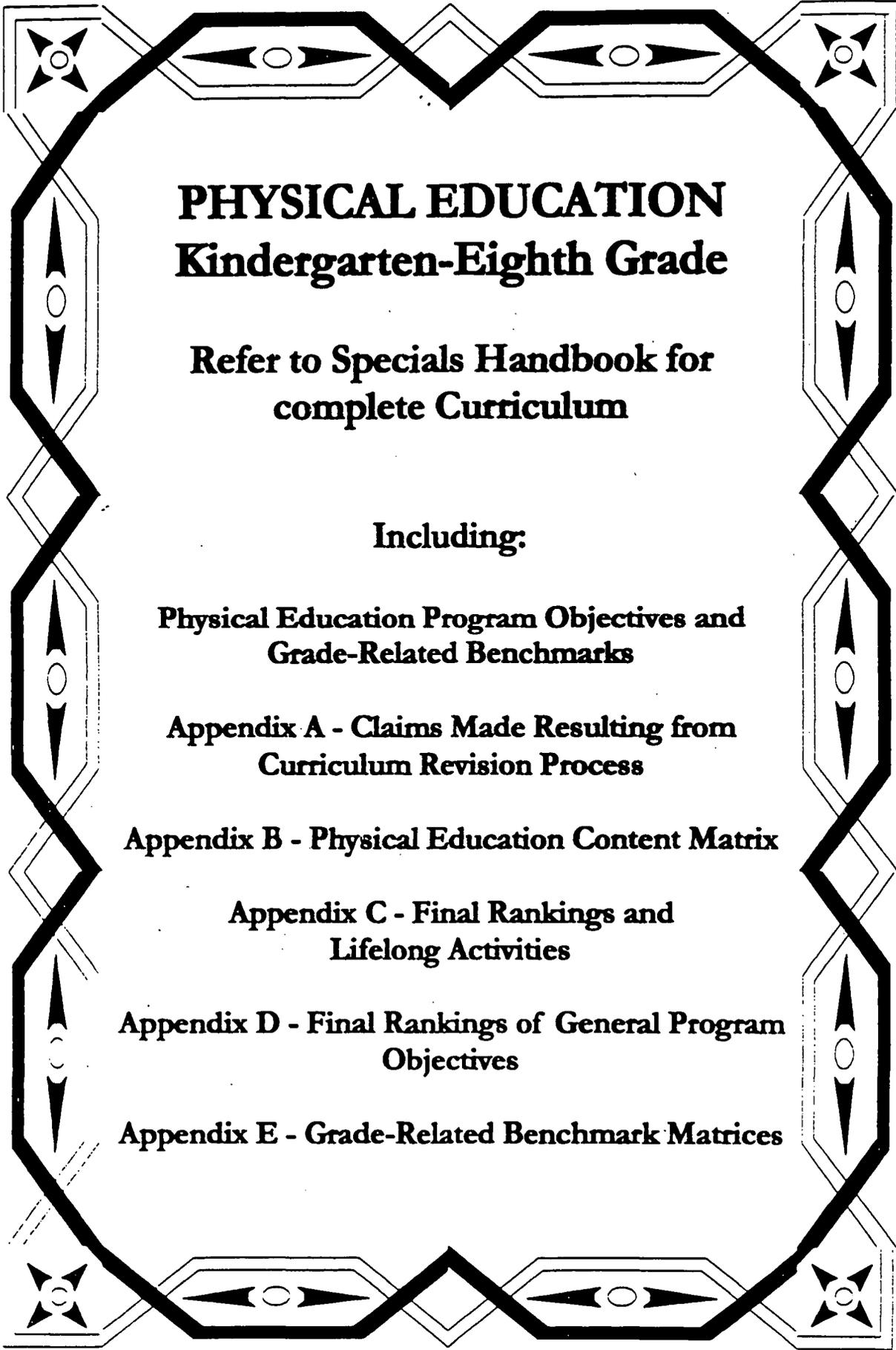
VIDEOTAPE PACKAGES

0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Musical Expression Videotape, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295485-6	Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4	Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295462-7	Standard Package	88.08	_____	_____
0-02-295468-6	Site License Package	333.00	_____	_____
0-02-295474-0	District License Package	828.00	_____	_____



PHYSICAL EDUCATION Kindergarten-Eighth Grade

**Refer to Specials Handbook for
complete Curriculum**

Including:

**Physical Education Program Objectives and
Grade-Related Benchmarks**

**Appendix A - Claims Made Resulting from
Curriculum Revision Process**

Appendix B - Physical Education Content Matrix

**Appendix C - Final Rankings and
Lifelong Activities**

**Appendix D - Final Rankings of General Program
Objectives**

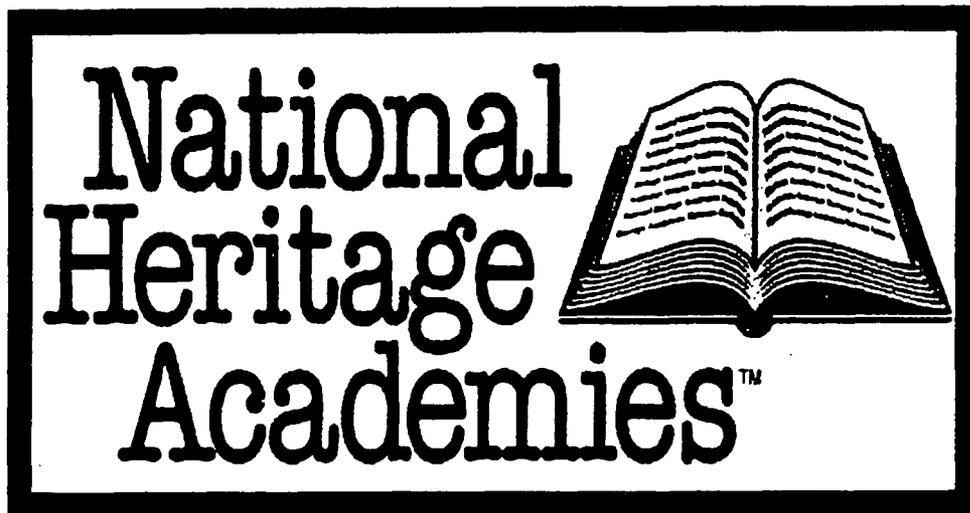
Appendix E - Grade-Related Benchmark Matrices

Sixth Grade

Charter School District

JAN 31 2002

Curriculum Handbook 2001-2002



MISSION

Challenging children to achieve their greatest potential.

VISION

Our shared vision is to build a national organization of over 200 charter schools that become the finest K-8 schools in the country. Using a partnership with parents as our foundation, we will achieve this by combining rigorous, "back-to-basics" academics, strong moral development, and a universal commitment to all children.

PHILOSOPHY

National Heritage is guided by a few key principles that guide us in all our program decisions. First, we believe that a school environment with high academic and social expectations is necessary for students to thrive. Second, the company believes that parents have the ultimate responsibility for their children's education and, thus, will choose what is best for their children. Third, we believe that a school should support and reinforce the moral guidance a child receives at home. And, finally, we believe that a child's self-esteem is developed through diligence and achievement.

**The NHA Curriculum Handbooks are dedicated
to the 2001-2002 Teacher Presenter Team**

Teacher Presenter	School
Laura Bartlett	Greensboro
Michelle Bauman	Paramount
Jane Beal	Vista
James Robert Brown	Greensboro
Linda Chaffee	Walker
Kim Chapin	Eagle Crest
Melissa Flickinger	Chandler Woods
Daphne Franklin	South Arbor
Mary Claire Fu	Eagle Crest
Erin Greenop	Walker
Heather Guerra	Knapp
Tuwanda Hairston	Research Triangle
Casey Helmreich	North Saginaw
Sarah Huddleston	Forsyth
Emilie Johnson	Forsyth
Jeff Johnston	Greensboro
Diane Kennedy	Greensboro
Kimberly Kobylak	Linden
Kevin Kooiker	Vista
Johann Linna	Ridge Park
Mandy Lohman	Cross Creek
Angela Newton	Paramount
Nicole Pachulski	Walker
Kaylin Rhoades	Endeavor
Cynthia Ruble	Forsyth
Mary Scheidel	Cross Creek
Elizabeth Sinclair	Endeavor
Lois Smith	Cross Creek
Angie Spears	Excel
Kirt Stevens	Vista
Rudy Swofford	Greensboro
Krista Tolchin	Endeavor
Dawn Tubbs	Linden
Marsha VanderSloot	Vanguard
Kathy Watson	North Saginaw
Rebecca Weliver	South Arbor
Kathy White	Greensboro
Cathy Wygmans	Eagle Crest
Ellen Zainea	Knapp

Corporate Education Team
1-616-222-1700

Team Member	Title/Email Address
Todd Avis	Director of Curriculum and Development tavis@heritageacademies.com
Judy Welch	Educational Services Manager jwelch@heritageacademies.com
David Baas	Director of Special Education dbaas@heritageacademies.com
Cindy Covell	Curriculum Specialist ccovell@heritageacademies.com
Randy Creswell	Science Specialist rcreswell@heritageacademies.com
Ann Schultheis	Core Knowledge Consultant aschultheis@heritageacademies.com
Amy Lambries	Library Specialist alambries@heritageacademies.com
Tom Stout	Coordinator of Teacher Development tstout@heritageacademies.com
Sallie Borrink	Special Projects Coordinator sallieANN9@aol.com
Mary-Elizabeth Lee	Special Education Assistant mlee@heritageacademies.com
Jennifer Maze	Administrative Assistant jmaze@heritageacademies.com

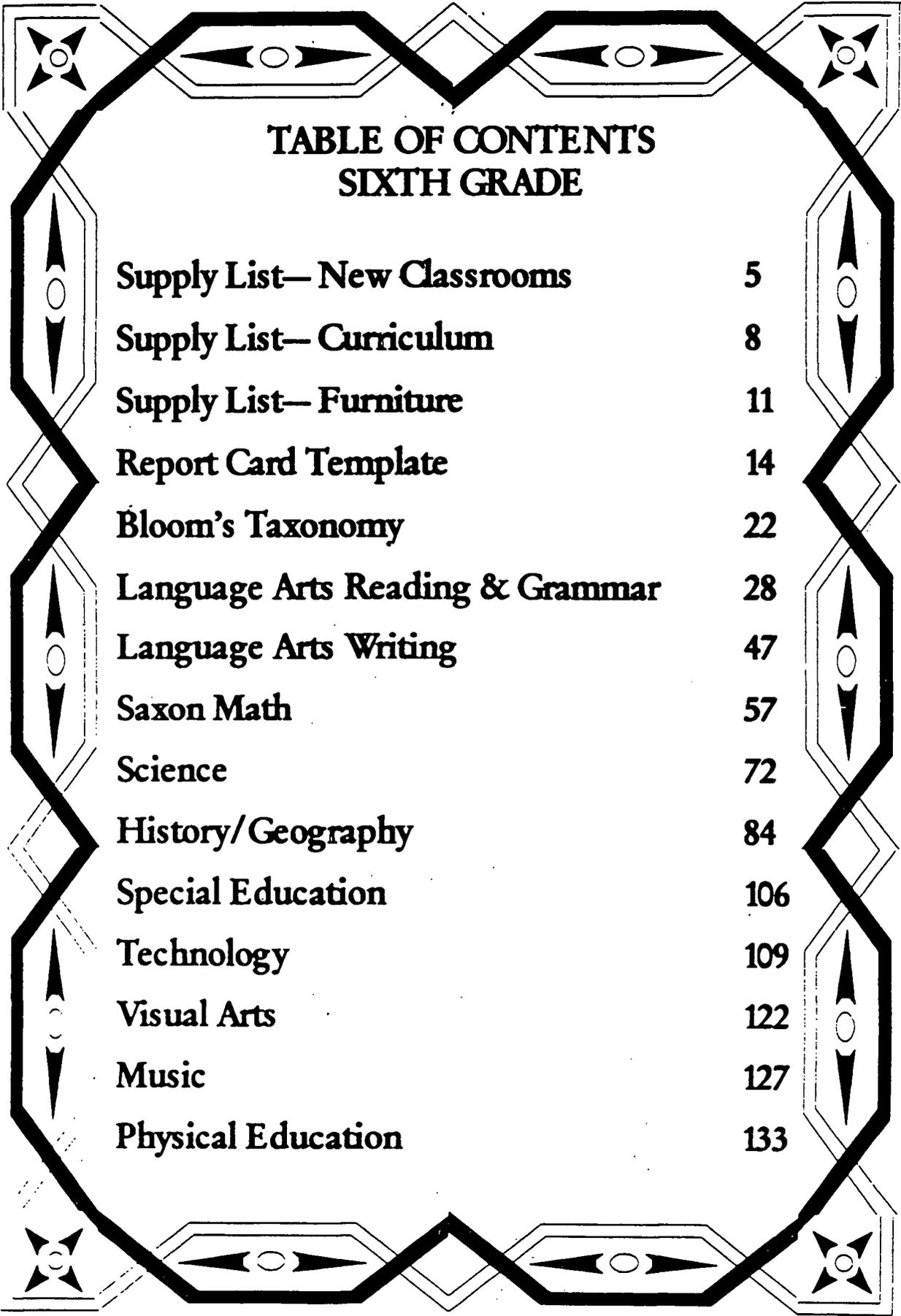
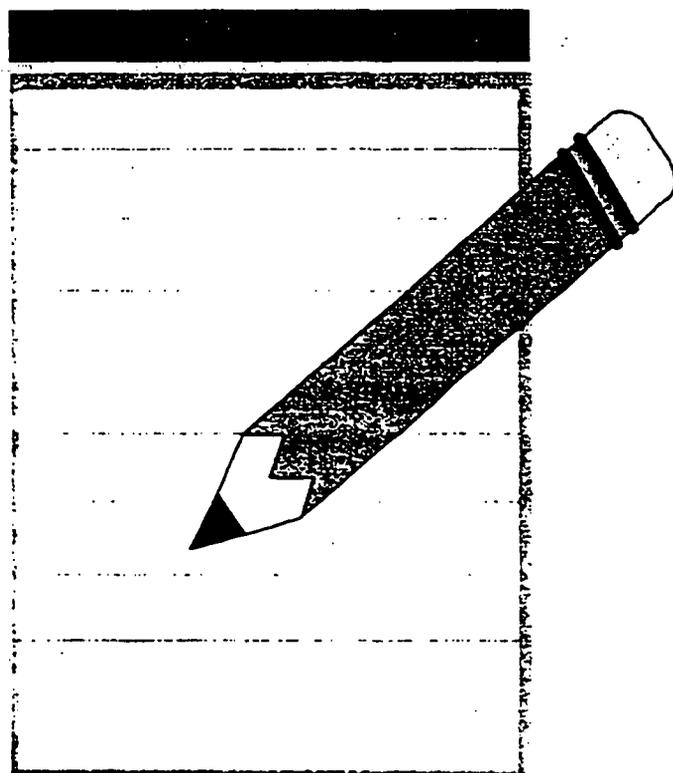


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SUPPLY LIST SIXTH GRADE

The supplies are provided by NHA in
new classrooms in new and existing
schools.



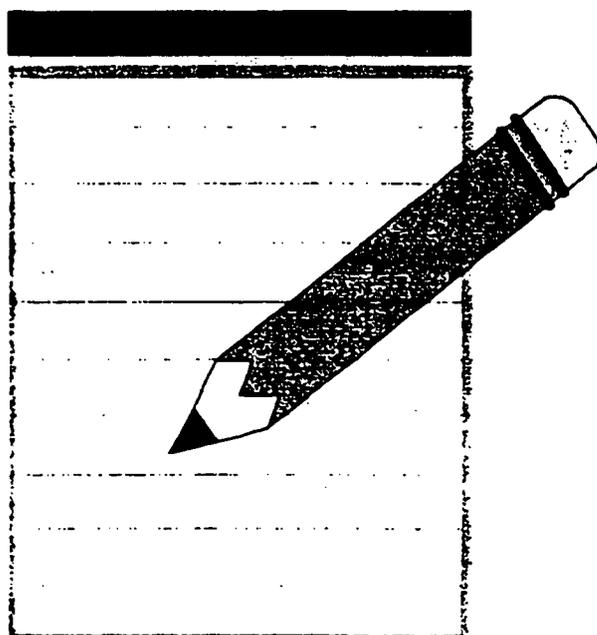
3RD GRADE - 8TH GRADE: START-UP SUPPLY LIST							
QTY	ORD.	UNIT	STOCK #	DESCRIPTION	PAGE	UNIT PRICE	TOTAL PRICE
2		GR	041217	#2 PENCIL BX/144	16	8.12	16.24
1		BX	000783	LARGE BLOCK ERASER BX/40	18	4.93	4.93
2		DZ	027465	BLACK ROUND STIC PEN MED BX/12	19	1.14	2.28
2		DZ	027466	RED ROUND STIC PEN MED BX/12	19	1.14	2.28
2		DZ	027469	BLUE ROUND STIC PEN MED BX/12	19	1.14	2.28
12		EA	038850	CLASS. SEL. HIGHLIGHTER - YELLOW	25	0.14	1.68
1		ST	059178	FINE VIS-A-VIS PEN SET/4	253	2.66	2.66
12		ST	408115	WATERCOLOR MARKER ST/12	26	1.78	21.36
2		EA	023194	EXPO II CLEANER, 8 OZ.	27	1.69	3.38
3		EA	059640	EXPO DRY ERASER	27	1.88	5.64
2		ST	059460	EXPO MARKER SET/4	28	3.40	6.80
24		EA	015348	WOODEN 12" RULER	34	0.25	6.00
12		EA	015363	YARDSTICK W/METAL END	34	1.62	19.44
1		EA	038342	1670 SCHOOL PRO ELEC SHARPENER	37	35.40	35.40
1		EA	025983	3-HOLE PAPER PUNCH	38	4.17	4.17
2		EA	039423	HAND HELD PAPER PUNCH 1-HOLE	38	0.59	1.18
1		EA	061131	SWINGLINE 711 BLACK STAPLER	40	6.66	6.66
1		EA	061149	SWINGLINE 747 BLACK STAPLER	40	10.61	10.61
2		BX	061059	STANDARD STAPLES	41	0.52	1.04
2		EA	000354	9" TEACHER SHEARS	43	4.50	9.00
1		EA	371774	8" BENT TRIMMER SHEARS	43	1.52	1.52
24		EA	000327	5" CLIP QUALITY SCISSORS	45	0.63	15.12
12		RL	040722	1/2"X36YD PERMANENT MEND TAPE	46	0.60	7.20
12		RL	040587	3/4" UTILITY MASKING TAPE	47	0.70	8.40
1		EA	023127	C-38 BLACK TAPE DISPENSER	48	2.09	2.09
25		EA	023135	SMALL WASHABLE GLUESTICK	50	0.38	9.50
4		EA	035334	TAC'N STIK REUSEABLE ADHESIVE	53	1.09	4.36
5		BX	000057	PAPER CLIPS.STANDARD	54	0.12	0.60
5		BX	000072	PAPER CLIPS.JUMBO	54	0.31	1.55
1		BX	036981	2" BOOK RINGS, BOX/50	54	4.70	4.70
2		BX	059964	3/8" THUMB TACKS	55	0.24	0.48
1		BX	012291	CLEAR REPORT COVER BX/50	58	9.60	9.60
3		BX	023254	ASSORTED PORTFOLIO BX/25	59	4.85	14.55
10		PK	048267	3"X5" BLANK INDEX CARDS	62	0.43	4.30
10		PK	048270	3"X5" RULED INDEX CARDS	62	0.43	4.30
1		BX	070311	1/5 CUT LET HANGING FILE FOLDER	64	4.88	4.88
1		BX	015741	1/3 CUT FILE FOLDERS	65	5.63	5.63
1		EA	038946	14 MO.DESK PAD CALENDAR 2001/2002	70	1.64	1.64
1		EA	206771	SWIVEL DESKMATE ORGANIZER	72	7.27	7.27
3		EA	021354	DESK TRAY, BLACK	73	1.76	5.28
24		EA	043530	LEGAL CLIPBOARD	76	0.80	19.20
1		EA	038434	TI-34 SCIENTIFIC CALCULATOR	79	23.76	23.76
12		EA	040269	#79 INTERMEDIATE DICTIONARY	95	10.66	127.92
12		EA	040266	#78 STUDENTS THESAURUS	97	10.66	127.92
25		EA	522155	11X7 ASSIGNMENT BOOK	108	1.27	31.75
5		RM	000513	8.5"X11" FILLER PAPER W/MARG	118	3.12	15.60
2		RL	006483	3"X200' MANILA SENTENCE ROLL	126	2.99	5.98
1		PK	204686	18"X24" 125# MANILA TAGBOARD	130	7.56	7.56
1		PK	314478	18"X24" 125# WHITE TAGBOARD	130	7.56	7.56
1		PK	215982	12"X18" TAG BOARD -ASST COLOR PK/100	130	8.49	8.49
2		PK	053958	TRU 9"x12" MAGENTA CONST. PPR.	133	1.09	2.18

SUPPLY LIST SIXTH GRADE

**This is a comprehensive list of materials
needed to teach National Heritage
Academies' curriculum.**

**Each teacher must have access to these
supplies and materials.**

Please see your principal for access.



Vendor	Grade	Description	Quantity	Individual Price	Total
Center for Civic Ed	Sixth	We The People Level 1 Set	1	\$165.00	\$165.00
George F Cram Co.	Sixth	U S /World Explorer Phys. Pol. Combo Map w/ insets	1	\$242.25	\$242.25
Debby & Co	Sixth	Basic Economics	1	\$9.95	\$9.95
Debby & Co	Sixth	Democracy for Young Americans	1	\$13.95	\$13.95
Debby & Co	Sixth	Immigration	1	\$10.95	\$10.95
Debby & Co.	Sixth	We the People (Duplicating Masters)	1	\$9.95	\$9.95
Debby & Co.	Sixth	Various Science Books *See AcademyLink Purchase Order form**			
Educ. Consult. Svc.	Sixth	Teaching Gifted Kids in the Regular Classroom	1	\$25.00	\$25.00
Educator's Pub.	Sixth	Book 3, Vocabulary (1p/s)	1	\$4.75	\$4.75
Educator's Pub.	Sixth	Teacher's Key	1	\$3.65	\$3.65
Educator's Pub.	Sixth	Test, Book 3 (Package of 6)	1	\$5.35	\$5.35
Flinn	Sixth	Various Science Equipment **See AcademyLink Purchase Order form**			
Frey	Sixth	Various Science Consumable Supplies **See AcademyLink Purchase Order form**			
Glencoe/McGraw	Sixth	Human Heritage World History - Student Edition (1p/s)	1	\$46.98	\$46.98
Glencoe/McGraw	Sixth	Human Heritage World History - Teacher Edition	1	59.97	\$59.97
Great Source	Sixth	Daily Geography	1	\$21.95	\$21.95
Great Source	Sixth	Daily Geography Student Book (10pk)	1	\$21.95	\$21.95
Great Source	Sixth	Daily Oral Language	1	\$21.95	\$21.95
Great Source	Sixth	Daily Oral Language Student Book (10pk)	1	\$21.95	\$21.95
Hirsch	Sixth	Books to Build On	1	\$10.95	\$10.95
Hirsch	Sixth	Core Knowledge Sequence Content Guidelines	1	\$22.50	\$22.50
Hirsch	Sixth	Realms of Gold, Vol. 1 (1p/s)	1	\$19.95	\$19.95
Hirsch	Sixth	The Schools We Need and Why We Don't Have Them	1	\$24.95	\$24.95
Hirsch	Sixth	What Your Sixth Grader Needs to Know	1	\$12.95	\$12.95
Holt, Rinehart	Sixth	(Adelante) Grammar and Vocab Workbook, TE w/ Key (1p/s)	1	\$11.25	\$11.25
Holt, Rinehart	Sixth	Adelante - Annotated Teacher's Edition	1	\$51.15	\$51.15
Holt, Rinehart	Sixth	Adelante - Audiocassette Program	1	\$129.00	\$129.00
Holt, Rinehart	Sixth	Adelante - Pupil's Edition (1 set of 25 p/grade)	1	\$37.95	\$37.95
Holt, Rinehart	Sixth	Adelante - Video Program	1	\$198.00	\$198.00
Learning Express	Sixth	30 in 1 Electronic Kits	1	\$19.95	\$19.95
Network	Sixth	Cumulative Writing Folder (25 w/ TE)	1	\$15.00	\$15.00
Network	Sixth	Developing an Effective Writing Program	1	\$10.00	\$10.00
Network	Sixth	Five Types of Writing Assignments (Poster)	1	\$4.00	\$4.00
Network	Sixth	Implementing the Cumulative Writing Folder	1	\$10.00	\$10.00
Network	Sixth	Selecting and Teaching Focus Correction Areas: Plan Guide	1	\$6.00	\$6.00
Network	Sixth	Writers Marks (Posters)	1	\$4.00	\$4.00

Open Court	Sixth	Math Enrichment Kit	1	\$250.00	\$250.00
Saxon	Sixth	Activity Guide	1	\$25.00	\$25.00
Saxon	Sixth	Student Edition Math 76 (1p/s)	1	\$40.25	\$40.25
Saxon	Sixth	Teacher's Edition	1	\$40.25	\$40.25
Saxon	Sixth	Test Masters	1	\$42.00	\$42.00
Shurley Method	Sixth	Level 6 Kit 2nd Edition	1	\$345.00	\$345.00
Shurley Method	Sixth	Level 6 Poster Set	1	\$35.00	\$35.00
Shurley Method	Sixth	Student Workbook (1p/s)	1	\$12.00	\$12.00
Shurley Method	Sixth	Transparency Set	1	\$55.00	\$55.00
SRA/McGraw Hill	Sixth	Math Explorations and Applications Kit	1	\$250.00	\$250.00
SRA/McGraw Hill	Sixth	Collections For Young Scholars, Vol. 6, Book 1 (1p/s)	1	\$33.51	\$33.51
SRA/McGraw Hill	Sixth	Collections For Young Scholars, Vol. 6, Book 2 (1p/s)	1	\$33.51	\$33.51
SRA/McGraw Hill	Sixth	Comprehension Checkpoints	1	\$10.23	\$10.23
SRA/McGraw Hill	Sixth	Explorer's Notebook (1p/s)	1	\$9.18	\$9.18
SRA/McGraw Hill	Sixth	Explorer's Notebook, Response Guide	1	\$9.75	\$9.75
SRA/McGraw Hill	Sixth	Framework for Effective Teaching, Teacher's Guide, Gr. 6, Book 1	1	\$82.98	\$82.98
SRA/McGraw Hill	Sixth	Framework for Effective Teaching, Teacher's Guide, Gr. 6, Book 2	1	\$82.98	\$82.98
SRA/McGraw Hill	Sixth	Overview Planner	1	\$14.04	\$14.04
SRA/McGraw Hill	Sixth	Reading/Writing Skills Practice (1p/s)	1	\$9.75	\$9.75
SRA/McGraw Hill	Sixth	Reading/Writing Skills Practice, Teacher's Edition	1	\$14.61	\$14.61
SRA/McGraw Hill	Sixth	Skills Assessment (3p/s x # of students in class)	1	\$9.75	\$9.75
SRA/McGraw Hill	Sixth	Skills Assessment, Teacher's Edition	1	\$14.61	\$14.61
SRA/McGraw Hill	Sixth	Student Toolbox	1	\$219.54	\$219.54
SRA/McGraw Hill	Sixth	Teacher Toolbox	1	\$439.11	\$439.11
SRA/McGraw Hill	Sixth	Reading Labs - OPTIONAL **See AcademyLink Purchase Order form**	1	\$15.00	\$15.00
TOPS Learning	Sixth	Pendulums	1	\$15.00	\$15.00
Zaner Bloser	Sixth	Handwriting Helper Kit CURSIVE	1	\$119.99	\$119.99
Zaner Bloser	Sixth	Handwriting Paper Ream	3	\$8.19	\$24.57
Zaner Bloser	Sixth	Handwriting Transparencies	1	\$82.99	\$82.99
Zaner Bloser	Sixth	Wall Strip	1	\$20.99	\$20.99
Zaner Bloser	Sixth	Teacher's Edition, Practice Masters, and Poster Super Pak	1	N/C	

**SUPPLY LIST
FURNITURE
SIXTH GRADE**



**2000-2001 FURNITURE TABLES PER ROOM
24 Students Per Classroom**

Sixth, Seventh, Eighth – CSU = one classroom

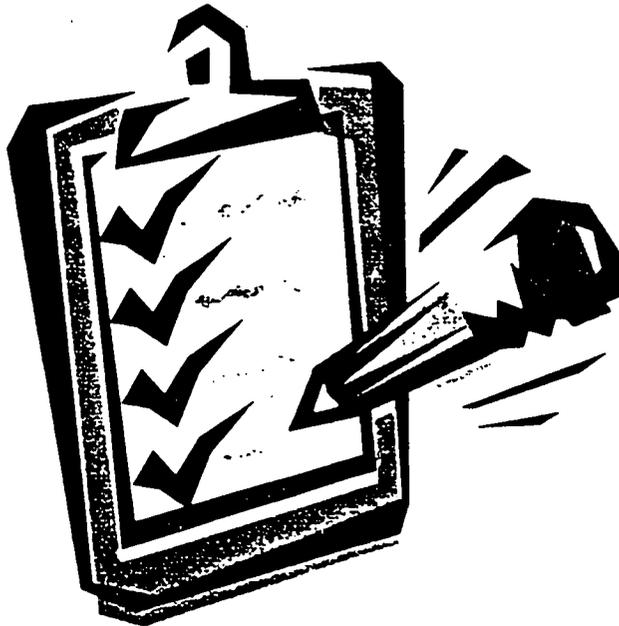
Ref. #	Item	Description	Amt.	Ordered By
1	Teacher Desk	HON34961 Double Ped	1	NHA
2	Teacher Chair	HON 7901 Task Chair	1	NHA
3	4-Drawer File	Hon 524 4 Drawer File	1	NHA
5	Tackboard 2x4	Best Rite 311AC	1	Bouma
6	Tackboard 4x8	Best Rite 311AH	2	Bouma
7	Markerboard 5x10	Best Rite 202AL	1	Bouma
	Tack Strip 5x10	532K	1	Bouma
15	CSU	Artco Bell U457 Combo Desk	24	NHA
19	Kidney Table	Artco Bell 1275 48x72	1	NHA
21	Computer Table	Artco Bell CD60	1	NHA
12	Large Chair	Artco Bell 7107 17 1/2"	6	NHA
8C	4 shelf Bookshelf	Lee Metal 48"	3	NHA
	Flag Bracket		1	Bouma
	Computer		1	NHA Tech
	Waste Basket	Large & Small	1 ea	Foremost
	Pencil Sharpener		1	Bouma
	Clock		1	Bouma
	Telephone		1	Moss

Sixth, Seventh, Eighth – Tables – 2 classrooms

Ref. #	Item	Description	Amt.	Ordered By
1	Teacher Desk	HON34961 Double Ped	1	NHA
2	Teacher Chair	HON 7901 Task Chair	1	NHA
3	4-Drawer File	Hon 524 4 Drawer File	1	NHA
5	Tackboard 2x4	Best Rite 311AC	1	Bouma
6	Tackboard 4x8	Best Rite 311AH	2	Bouma
7	Markerboard 5x10	Best Rite 202AL	1	Bouma
	Tack Strip 2x10	532K	1	Bouma
17	Rect. Table – T	Artco Bell 1930 30 x 20	12	NHA
19	Kidney Table	Artco Bell 1275 48x72	1	NHA
21	Computer Table	Artco Bell CD60	1	NHA
12	Large Chair	Artco Bell 7107 17 ½"	30	NHA
8C	4 shelf Bookshelf	Lee Metal 48"	3	NHA
	Flag Bracket		1	Bouma
	Computer		1	NHA Tech
	Waste Basket	Large & Small	1 ea	Foremost
	Pencil Sharpener		1	Bouma
	Clock		1	Bouma
	Telephone		1	Moss

REPORT CARD SIXTH GRADE

Template for 2001-2002
All teachers will use the
AcademyLink report module
for Fall 2001



Sixth Grade Report Card

1071

	Marking Period			
	1	2	3	4
English				
Spelling				
Grammar				
Penmanship				
Composition				
Vocabulary				
Oral presentation				
Work Habits				
Social Behaviors				
Comments:				

Reading				
Comprehension				
Fluency				
Literature				
Work Habits				
Social Behaviors				
Comments:				

Mathematics				
Computation				
Problem solving				
Work Habits				
Social Behaviors				
Comments:				

History/Geography/Government				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Science				
Work Habits				
Social Behavior				
Comments:				

Music				
General music				
Demonstrates appropriate attitude toward subject				
Demonstrates basic music concepts				
Listens and participates				
Music Theory				
Demonstrates ability to play melody and accompaniment				
Demonstrates ability to notate music				
Demonstrates compositional skills and understanding				
Demonstrates keyboarding/instrumental skills				
Demonstrates reading notated music				
Understands basic music terminology and symbols				
Music history/listening				
Demonstrates knowledge of composers studied				
Demonstrates music listening skills				
Identifies compositions studied				
Identifies families of instruments				
Identifies instruments by sight and sound				
Recorders				
Comes prepared to class				
Demonstrates fingering/playing skills				
Demonstrates reading music notation				
Participates in group/ensemble				
Turns in homework and graded project work				
Instrumental/choral music				
Comes prepared to class				
Completes homework and graded projects				
Concert performance and attendance				
Demonstrates appropriate playing/singing skills				
Demonstrates appropriate reading skills				
Participates in group/ensemble				
Understands music terminology and symbols				
Comments:				

Art				
Uses time wisely				
Demonstrates good conduct				
Demonstrates grade level art skills				
Graded work				
Comments:				

Student Name: _____ Teacher: _____

Physical Education				
Participates in class activities				
Demonstrates appropriate skill development				
Demonstrates appropriate cognitive skills through testing				
Demonstrates positive attitude toward subject				
Demonstrates teamwork				
Demonstrates sportsmanship				
Overall performance				
Comments:				

Moral Focus				
Justice – the principle of just dealing or right action				
Accepts responsibility for own actions				
Demonstrates compassion and kindness				
Temperance – moderation in thought, action, or feeling				
Completes assignments on time				
Submits homework on time				
Uses time wisely				
Works without disturbing others				
Prudence – the ability to govern and discipline oneself				
Displays good manners				
Displays self-control				
Respectful of property, other students, and adults				
Works cooperatively				
Fortitude – the strength of mind to endure with courage				
Follows directions				
Listens attentively				
Works independently				
Comments:				

French/Elective				
Work Habits				
Social Behavior				
Comments:				

Spanish/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Latin/Elective				
Work Habits				
Social Behavior				
Comments:				

Computers-Technology/Elective				
Work Habits				
Social Behavior				
Comments:				

Chess/Elective				
Work Habits				
Social Behavior				
Comments:				

Drama/Elective				
Work Habits				
Social Behavior				
Comments:				

Book Club/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Odyssey of the Mind/Elective				
Work Habits				
Social Behavior				
Comments:				

Physical Education/Elective				
Work Habits				
Social Behavior				
Comments:				

Science Olympiad/Elective				
Work Habits				
Social Behavior				
Comments:				

Civics/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Senate/Elective				
Work Habits				
Social Behavior				
Comments:				

Yearbook/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Leadership/Elective				
Work Habits				
Social Behavior				
Comments:				

Journalism/Elective				
Work Habits				
Social Behavior				
Comments:				

Study Skills/Elective				
Work Habits				
Social Behavior				
Comments:				

Health and Fitness/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Final Comments:

Large empty rectangular box for final comments.

Report Card Legend

Letter Grade	Remarks
A	Excellent
B	Good
C	Satisfactory
D	Needs Improvement
F	Does not meet requirements

Skill Scale	Remarks
4	Student shows accuracy, appropriateness, quality, and originality.
3	Can apply the skill or concept correctly and independently.
2	Shows some understanding. Errors or misunderstandings occur. Teacher reminders, hints, and suggestions are necessary.
1	Cannot complete the task or skill independently. Shows little understanding of the concept. Quality is lacking.

Assigned to : _____ **Grade**

Student Name: _____ **Teacher:** _____

BLOOM'S TAXONOMY SIXTH GRADE

Based on *Bloom's Taxonomy*—Developed by
Linda G. Barton, M.S. Ed. EDUPRESS EP 504

QUICK QUESTIONS FOR CRITICAL THINKING



Introduction

Bloom's Taxonomy divides the way people learn into three domains. One of these is the *cognitive* domain which emphasizes intellectual outcomes. This domain further divides into categories which are arranged progressively from the lowest level of thinking, simple recall, to the highest, evaluating information.

Quick Questions for Critical Thinking can be used in the home, classroom or workplace to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Find the box containing the level you wish to challenge. Use the **Key Words** as guides to structuring questions and tasks. Finish the **Questions** with content appropriate to the learner.

Level I

Knowledge: Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers.

Key Words: who what why when omit where which
 choose find how define label show spell
 list match name relate tell recall select

Questions:

* What is ... ?	* How is ... ?
* Where is ... ?	* When did _____ happen?
* How did _____ happen?	* How would you explain ... ?
* Why did ... ?	* How would you describe ... ?
* When did ... ?	* Can you recall ... ?
* How would you show ... ?	* Can you select ... ?
* Who were the main ... ?	* Can you list the three ... ?
* Which one ... ?	* Who was ... ?

Level I - Knowledge

Level II

Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key Words:

compare	contrast	demonstrate	interpret	explain
extend	illustrate	infer	outline	relate
rephrase	translate	summarize	show	classify

Questions:

- * How would you classify the type of ... ?
- * How would you compare ... ? contrast ... ?
- * Will you state or interpret in your own words ... ?
- * How would you rephrase the meaning ... ?
- * What facts or ideas show ... ?
- * What is the main idea of ... ?
- * Which statements support ... ?
- * Can you explain what is happening ... ? what is meant ... ?
- * What can you say about ... ?
- * Which is the best answer ... ?
- * How would you summarize ... ?

Level II - Comprehension**Level III**

Application: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Key Words:

apply	build	choose
construct	develop	interview
make use of	organize	experiment with
plan	select	solve
utilize	model	identify

Questions:

- * How would you use ... ?
- * What examples can you find to ... ?
- * How would you solve _____ using what you've learned ... ?
- * How would you organize _____ to show ... ?
- * How would you show your understanding of ... ?
- * What approach would you use to ... ?
- * How would you apply what you learned to develop ... ?
- * What other way would you plan to ... ?
- * What would result if ... ?
- * Can you make use of the facts to ... ?
- * What elements would you choose to change ... ?
- * What facts would you select to show ... ?
- * What questions would you ask in an interview with ... ?

Level III - Application

Level IV

Analysis: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Key Words:	analyze	categorize	classify
	compare	contrast	discover
	dissect	divide	examine
	inspect	simplify	survey
	take part in	test for	distinguish
	list	distinction	theme
	relationships	function	motive
	inference	assumption	conclusion

Questions:

- * What are the parts or features of ... ?
- * How is _____ related to ... ?
- * Why do you think ... ?
- * What is the theme ... ?
- * What motive is there ... ?
- * Can you list the parts ... ?
- * What inference can you make ... ?
- * What conclusions can you draw ... ?
- * How would you classify ... ?
- * How would you categorize ... ?
- * Can you identify the different parts ... ?
- * What evidence can you find ... ?
- * What is the relationship between ... ?
- * Can you make a distinction between ... ?
- * What is the function of ... ?
- * What ideas justify ... ?

Level IV - Analysis

Level V

Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words:	build	choose	combine
	compile	compose	construct
	create	design	develop
	estimate	formulate	imagine
	invent	make up	originate
	plan	predict	propose
	solve	solution	suppose
	discuss	modify	change
	original	improve	adapt
	minimize	maximize	delete
	theorize	elaborate	test
	improve	happen	change

Questions:

- * What changes would you make to solve ... ?
- * How would you improve ... ?
- * What would happen if ... ?
- * Can you elaborate on the reason ... ?
- * Can you propose an alternative ... ?
- * Can you invent ... ?
- * How would you adapt _____ to create a different ... ?
- * How could you change (modify) the plot (plan) ... ?
- * What could be done to minimize (maximize) ... ?
- * What way would you design ... ?
- * What could be combined to improve (change) ... ?
- * Suppose you could _____ what would you do ... ?
- * How would you test ... ?
- * Can you formulate a theory for ... ?
- * Can you predict the outcome if ... ?
- * How would you estimate the results for ... ?
- * What facts can you compile ... ?
- * Can you construct a model that would change ... ?
- * Can you think of an original way for the ... ?

Level V - Synthesis

Level VI

Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

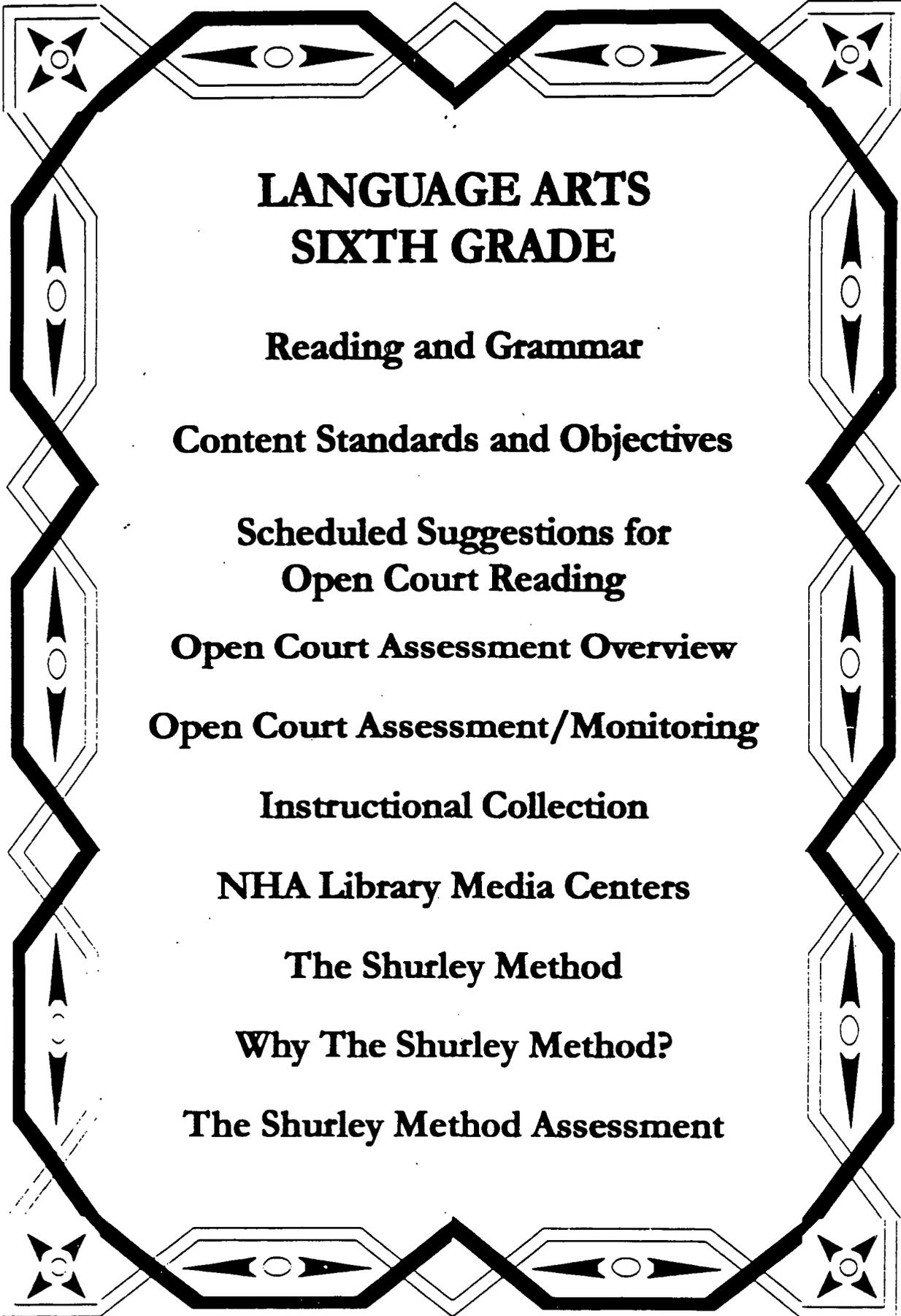
Key Words:

award	choose	conclude
criticize	decide	defend
determine	dispute	evaluate
judge	justify	measure
compare	mark	rate
recommend	rule on	select
agree	appraise	prioritize
opinion	interpret	explain
support	importance	criteria
prove	disprove	assess
influence	perceive	value
estimate	influence	deduct

Questions:

- * Do you agree with the action ... ? with the outcome ... ?
- * What is your opinion of ... ?
- * How would you prove ... ? disprove ... ?
- * Can you assess the value or importance of ... ?
- * Would it be better if ... ?
- * Why did they (the character) choose ... ?
- * What would you recommend ... ?
- * How would you rate the ... ?
- * What would you cite to defend the actions ... ?
- * How would you evaluate ... ?
- * How could you determine ... ?
- * What choice would you have made ... ?
- * What would you select ... ?
- * How would you prioritize ... ?
- * What judgment would you make about ... ?
- * Based on what you know, how would you explain ... ?
- * What information would you use to support the view ... ?
- * How would you justify ... ?
- * What data was used to make the conclusion ... ?
- * Why was it better that ... ?
- * How would you prioritize the facts ... ?
- * How would you compare the ideas ... ? people ... ?

Level VI - Evaluation



**LANGUAGE ARTS
SIXTH GRADE**

Reading and Grammar

Content Standards and Objectives

**Scheduled Suggestions for
Open Court Reading**

Open Court Assessment Overview

Open Court Assessment/Monitoring

Instructional Collection

NHA Library Media Centers

The Shurley Method

Why The Shurley Method?

The Shurley Method Assessment

I. MEANING AND COMMUNICATION

Content Standard 1: All students will read and comprehend general and technical material.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.	X	
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	X	
3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	X	X
4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.	X	X
5. Respond to a variety of oral, visual, written, and electronic texts, by making connections to their personal lives and the lives of others.	X	

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.	X	X
2. Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.	X	X
3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective and effect.	X	X
4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.	X	X

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a career exploration.	X	
2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.		X
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.	X	X
4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.		X
5. Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.		X
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.		X
7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification which characters and multiple points of view.		X
8. Express their responses and make connections between oral, visual, written, and electronic texts, and their own lives.		X

II. LANGUAGE

Content Standard 4: All students will use the English language effectively.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.	X	
2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.		X
3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.	X	
4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.	X	
5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.		

III. LITERATURE

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	X	
2. Describe and discuss shared issues in the human experiences that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.	X	
3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.	X	
4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.	X	
5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.	X	

IV. VOICE

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.		X
2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.		X
3. Compare and contrast the style and characteristics of individual authors, speakers and illustrators and how they shape text and influence their audiences' expectations	X	X
4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.	X	X

V. SKILLS AND PROCESSES

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.	X	X
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.	X	X
3. Reflect on their developing literacy, set learning goals, and evaluate their progress.	X	
4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of text for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.	X	X

VI. GENRE AND CRAFT OF LANGUAGE

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.	X	
2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.	X	
3. Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.	X	
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.	X	
5. Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.	X	

VII. DEPTH OF UNDERSTANDING

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.	X	
2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.	X	
3. Develop a thesis using key concepts, supporting evidence, and logical argument.	X	X

VII. IDEAS IN ACTION

Content Standard 10: All students will apply knowledge , ideas, and issues drawn from texts to their lives and the lives of others.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.	X	
2. Perform the daily functions of a literary individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.	X	X
3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem.	X	X

VIII. INQUIRY AND RESEARCH

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or investigating a particular question or topic. Examples include knowledgeable people, field trps, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	X	X
3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	X	X
4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.	X	X

IX. CRITICAL STANDARDS

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and other's oral, written, and visual texts.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.	X	
2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.	X	
3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	X	X
4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.	X	X
5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.	X	

SCHEDULING SUGGESTIONS FOR OPEN COURT READING (2000 Edition)

- Do at least one activity from Part One/Green Section and at least one activity from Part Three/Blue Section each day
- Also do the Part Two/Red Section as follows:

DAYS 1 & 2 (DAY 1 only if 3-day lesson plan):

- Word Study (not part of K, 1, 2:1, or 3:1)
- Clues & Problems and include in this six of the Vocabulary words, pronouncing them only and not using transparency
- Reading the Selection, Teaching Comprehension Strategies and doing end-of-story Discussion
- Literary Elements and Skills Sheet
- Pre-Writing from the Process Writing
- Meeting Individual Needs and Independent Work Time

DAYS 3 & 4 (DAY 2 only if 3-day lesson plan):

- Second Reading of the Selection
- Vocabulary – from the transparency first, then using context clues
- Teaching Comprehension Skills during the Second Reading
- Teach Literary Elements by having students include new technique as they write their Draft from the Process Writing - or - students find places in writing they have already done to Revise and use the new technique
- Meeting Individual Needs and Independent Work Time

DAY 5 (DAY 3 if 3-day lesson plan):

- Silent Reading of Selection and/or discussion with Theme Connections
- Inquiry Notebooks
- Comprehension Assessment
 - Grammar Skill - do worksheet **or**
 - use this skill in your Process Writing **or**
 - do Skills Assessment Sheet
- Meeting Individual Needs and Independent Work Time

FIRST READING

- g Activate Prior Knowledge
- Browse
- Set Reading Goals and Expectations
- Vocabulary
- r Oral Reading (Modeling Strategies)
- Discussion (using information from browsing and setting reading goals
 and expectations)
- b Writing (Literary Element)
- Writing Process
- Independent Work Time (not necessarily every group this day)

SECOND READING

- g Vocabulary
- r Theme Connections
- Record Ideas
- Skills Reading
- Skills Sheet
- b Writing Process
- Independent Work Time

THIRD READING

- p 20 minutes for the project
- r Partner or Silent Reading
- Inquiry Notebook
- Comprehension Assessment and/or Skills Assessment
- b Grammar Skill (pulled in with the Writing Process)
- The teacher will select either:
 - 1) the worksheet on the skill
 - 2) go back to the student's writing and proof-read for the skill/if not
 there "How can we make our piece better by adding the skill?"
 - 3) skills assessment page
- Writing
- Independent Work Time

UNIT _____ : LESSON _____

Part One (may take 2 days)**GREEN**

- Word Knowledge p. _____
- Build Background p. _____
- Preview and Prepare p. _____ Transparency p. _____
- Selection Vocabulary p. _____

RED

- Class Reading Story p. _____
 Story Title: _____
 ➔ Left side of the Manual Questions (Strategies)
- Discussion (Did we answer our purpose for reading?)

BLUE

- Writing: Literary Elements p. _____
 Concepts: _____
 RW WB p. _____
- Writing Process p. _____
 Concepts: _____
- Independent Work Time

☺ WORKSHOP ☺

- Handwriting p. _____
 - Spelling p. _____
 - Reading Folders:
 - Reteach p. _____
 - Skills p. _____
 - Challenge p. _____
-
-

UNIT _____: LESSON _____

Part Two (1 day)

GREEN

- Vocabulary p. _____ Transparency p. _____

RED

- Theme Connections (end of story) p. _____

- Relook at Story p. _____

Story Title: _____

➡ Right side of the Manual Questions (Skills)

- Skills Sheet p. _____ RW WB p. _____
p. _____ RW WB p. _____

BLUE

- Writing Process p. _____

Concepts: _____

RW WB p. _____

- Independent Work Time

☺ WORKSHOP ☺

- Handwriting p. _____

- Spelling p. _____

Reading Folders:

Reteach p. _____

Skills p. _____

Challenge p. _____

UNIT _____ : LESSON _____

Part Three (may take 2 days)

PROJECT

- 20 Minutes for Project Work Time (PURPLE p. _____)
-

RED

- Partner or Silent Reading p. _____

Story Title: _____

➔ Uninterrupted reading time

- Inquiry Journal p. _____

⇒ Recording Concept Information IJ p. _____

⇒ Other Pages p. _____ Concept: _____ IJ p. _____
 p. _____ Concept: _____ IJ p. _____

PURPLE

- Comprehension Assessment p. _____ CW A p. _____
- Skills Assessment p. _____ S A p. _____

BLUE

- Grammar Skills p. _____

Concept: _____

➔ Choose one or more

1. Worksheet on the skill p. _____
2. Proof/edit student work
3. Skill Assessment p. _____ (PURPLE)

Writing Process p. _____

Concept: _____

Independent Work Time

☺ WORKSHOP ☺

Handwriting p. _____

Spelling p. _____

Reading Folders:

Reteach p. _____

Skills p. _____

Challenge p. _____

Extra skills to work on:

OPEN COURT ASSESSMENT OVERVIEW

**“True assessment is a tool for learning
rather than a mere measure of achievement.”
SRA/Open Court Reading Author, Joe Campione**

The goal of true assessment is to inform instruction. It helps determine what students know and how to change the instruction to help students learn what they need to know. The assessment components of SRA/Open Court Reading reflect the balanced nature of the series itself. The following are principles that guided the development of the assessment components.

Ease of Use for the Teacher

The assessments are easily administered and scored, feature the same language that is used in the instructional components of the series, and correspond to the sequence of instruction in the series. The assessments are typically short enough to prevent fatigue from affecting student performance yet long enough to provide a dependable measure of student skills and abilities.

Assessment of Critical Skills

The skills that are featured prominently in the series—the skills that are critical to the reading process—are the focus of assessment. These same skills are typically included on standardized tests and in state standards, so the assessments will help teachers respond to the accountability system under which they work.

Variety in Assessment

**In addition to the formal and informal assessments,
SRA/Open Court Reading includes:**

- Pre-and Post-tests**
- Unit Tests**
- Comprehension Assessment**
- Self-Assessment**
- Portfolio Assessment**
- Family Evaluation**

OPEN COURT ASSESSMENT AND MONITORING

ASSESSMENT TO INFORM INSTRUCTION

Variety of Assessment Tools

Pre-and Post-Tests

Unit Tests

Comprehension Assessment (Previously Comprehension Checkpoints)

Self-Assessment

Portfolio Assessment

Family Evaluation

PURPOSE: Detect children's strengths and weaknesses through informal monitoring.

PROCEDURES: Observation Logs
(Reproducible masters)

Monitoring Written Work
(Reproducible masters)

Individual Conferences

CONTINUOUS ASSESSMENT

Materials

- * Assessment Guide
- * Assessment Masters

Monitoring

(Teacher's Observation Logs)

Reading Performance Assessment

(Using Phonics Minibooks)

Writing Performance Assessment

(3 or 4 during the year)

Portfolios

Written Tests

Sixth Grade - Instructional Collection

POETRY:

All the world's a stage {from *As You Like It*} (William Shakespeare)
Apostrophy to the Ocean {from *Childe Harold's Pilgrimage*, Canto 4, Nos. 178-184} (George Gordon Byron)
I Wandered Lonely as a Cloud (William Wordsworth)
If (Rudyard Kipling)
Mother to Son (Langston Hughes)
Life Ev'ry Voice and Sing (James Weldon Johnson)
A narrow fellow in the grass (Emily Dickinson)
A Psalm of Life (Henry Wadsworth Longfellow)
The Raven (Edgar Allan Poe)
A song of Greatness (a Chippewa song, trans. Mary Austin)
Stopping by Woods on a Snowy Evening (Robert Frost)
Sympathy (Paul Laurence Dunbar)
There is no frigate like a book (Emily Dickinson)
The Walloping Window-blind (Charles E. Carryl)
Woman work (Maya Angelou)

SHORT STORIES:

The Secret Life of Walter Mitty
(James Thurber)
The Tell-Tale Heart ; The Purloined Letter (Edgar Allan Poe)

NOVELS:

The Secret Garden (Frances Hodgson Burnett)
The Iliad and The Odyssey (Homer) –edition adapted for young readers
The Lion The Witch and the Wardrobe (Moral Focus)

DRAMA:

Famous Americans: 22 Short Plays for Classroom (Scholastic)

ESSAYS:

I Will Fight No More Forever - Chief Joseph

Notes/Comments:

National Heritage Academies Library Media Centers

The mission of the library media program at National Heritage Academies is to provide the students and educators with equitable access to information, ideas, and learning/teaching tools. The library media centers at National Heritage Academies are a growing resource of information for the staff and students. Resources include books, videos, periodicals, online reference resources, traveling projection systems and various teacher workbooks and posters. Many schools include video cameras, digital cameras and other technology for circulation. Our collections are developed to support the curriculum and provide students with literature. An OPAC system (online card catalog) is available at each computer terminal in each school building. Searching for materials can be done from the classroom as well as the library media center.

In order to support the curriculum and the activities taking place at each individual school, students may use the Library Media Center for research, study, reading, browsing, fact-finding and any other educational purpose. Students are encouraged to visit the library media center during school hours--either individually or as a class. Each building will prepare a schedule for weekly class visits and/or individually arranged class visits.

Materials are checked out to students for one week. If a student wishes to renew a book, he/she may do so at any time. It is important for the books to be returned on time and in good condition.

If a book is lost or damaged, the student is held responsible for that book. The student will be notified of the cost of the book and be expected to reimburse the school for the damaged or unreturned property. The amount charged will be the original purchase price of the book. If books are not returned or paid for, report cards may be held.

Accelerated Reader (AR) is a motivational reading program that is networked throughout National Heritage Academies. The program deals with individual reading levels, reading comprehension, and assessment. It involves reading books, taking quizzes on the computer and the earning of points. Many of our schools have an established school wide-program that is run by the teachers and/or library staff. In other schools, teachers use AR individually with their classes. The staff and/or administration at each school determine how this program is facilitated.

Teachers and staff are welcome at any time in the library media center to browse, search, and check out materials. They are encouraged to contact the librarian with any special requests for materials. Librarians are available to meet with teachers for planning purposes or curriculum needs.

The library media center at a National Heritage Academies school strives to be a fountain of information for growing, learning, and fun. Welcome!

SHURLEY GRAMMAR METHOD

The approach used by The Shurley Method is active learning, with students physically and cognitively engaged in the learning process. Success in learning Shurley English is predicated on the reinforcement of language skills. Students memorize rhyming jingles for each of the parts of speech. In unison, they chant these jingles in a kind of language symphony until they have internalized the concepts of nouns and verbs. A Shurley classroom is one of energized learning, where students teach as well as learn. They move back and forth from group activities to independent learning exercises, from a mastery of grammar skills to creative writing exercise. In fact, students, almost without exception, beg for more class time to write.

Despite the fact that memorization and repetition have not been in vogue in recent years in American schools, they are fundamental to the success of the Shurley Method. Rarely does a Shurley student return to classes at the start of a new school year needing to be retaught concepts he/she mastered during the previous school year. The retention is permanent.

The Shurley Program provides students with two important ingredients for success: a love of the English language and the ability to use the English language correctly with ease and confidence.

WHY THE SHURLEY METHOD?

- *The Shurley Method* is the end result of twenty-five years of research. Actual classroom situations and the learning needs of students were used to develop this exciting English program.
- *The Shurley Method* never teaches concepts in isolation. A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students always have a clear picture of how to write complete sentences.
- Students are constantly exposed to “see it, hear it, say it, do it,” activities that meet the visual, auditory, and kinesthetic learning types of students.
- *The Shurley Method* successfully teaches language skills to students with different learning abilities and to students who learn English as a second language.
- *The Shurley Method* uses repetition, fun and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in *The Shurley Method* for the students. Then the students actively participate with the teacher as the steps are practiced.
- *The Shurley Method* provides enough repetition to master each concept taught. Lessons include daily practice of old skills while new skills are being added.
- The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills.
- Students’ grammar and writing skills are used automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.
- The most important effect of *The Shurley Method* on students may not be their increased grasp of language and improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

THE SHURLEY METHOD ASSESSMENT

3-Day Rotation Schedule Assessment

Day 1 – Teach

(No test will be given to students on Day 1.)

1. Vocabulary and Definition Time
2. Introduce the new grammar concept and classify sentences orally.
3. Leave classified sentences on the board or transparency for Oral Skill Builder Check.
4. Write a Practice Sentence and an Improved Sentence with your class.

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Teach the other English concepts that will be tested.
4. Erase the board or remove the transparency and give the student worksheet as a test. Students are tested on the same sentences that they have classified orally together. This helps students gain the confidence to work with many skills independently and helps weak readers concentrate on learning English skills without struggling with reading vocabulary.

Day 3 – Teach and Check

(Hand the tests back)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Leave classified sentences on the board or transparency as a visual aid when checking student tests.
4. Discuss mistakes and how to improve.

2-Day Rotation Schedule (Skip Day 1 – Oral Day)

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Review grammar by classifying sentences.
2. Teach the other English concepts that will be tested.
3. Give students the worksheet as a test.

Day 3 – Review and Check

1. Review grammar by classifying sentences.
2. Hand test back. Discuss mistakes and how to improve.

Checking Options

Teacher Graded: Select one or two sentences from the top section and several items from the bottom section to check for a grade. Then have students check the rest of the sheet with you as a practice exercise. Use a teacher-directed word-by-word check. Students focus not only on mistakes but also on correct responses. This will show them the mistakes they made, and they can use this knowledge to do better on the next test.

Student Graded: Train double checkers to help weak checkers and to grade absent students' papers.

**LANGUAGE ARTS
SIXTH GRADE
Writing**

**Collins Writing Program
Philosophy: The Teaching of Writing
Collins Writing Strategies
Teacher Resources
Assessing Your Current Writing Program**



COLLINS WRITING PROGRAM

Philosophy: The Teaching of Writing in NHA Schools

ON THE TEACHING OF WRITERS:

A belief system about how children develop as language users from birth through adulthood and what teachers should do in their classrooms to foster that growth is essential to any writing curriculum. Moreover, to provide integrated and meaningful instruction and accountability, the writing program must be organized around a system for managing the writing process. The following is meant to be a guide to teaching “writers” in the classroom.

1. Children as language users:

National Heritage Academies believes that children come to school with an innate curiosity about writing and a desire for meaningful, real-world communication, and that writing is one of the most complex intellectual tasks they will need to accomplish. Further, children develop writing skills in a manner that mirrors the way they learn to talk. Teachers, then, teach “writers” rather than “writing,” and children become writers by the very act of writing itself. We believe that teachers help children view and define themselves as thinkers and writers by involving them with the real occurrences of their minds, hearts and world and that writing enhances the learning process of any subject at any level.

2. Classroom culture of active literacy:

What teachers *do* in the classroom positively impacts students’ development as writers more often than what teachers *say* in the classroom. The conditions that promote the development of writers are the same as those that facilitate learning to talk:

- *Immersion*: creating a language-rich and print-rich environment
- *Demonstration*: modeling of writing in the classroom by the teacher
- *Expectation*: subtly communicating to children that they will learn to write
- *Responsibility*: giving students opportunities to be responsible for their own learning
- *Approximation*: encouraging and respecting children’s writing efforts
- *Employment*: making time and opportunities for writing
- *Feedback*: allowing patience with the growth process

National Heritage Academies wants its classrooms to be places where children come expecting to write each day with the knowledge that their efforts will be valued, supported and respected.

3. A skill for thinking across the curriculum:

National Heritage Academies believes that students should have frequent and varied opportunities to write in *all* content areas. Writing is an aid to thinking and organizing ideas across the curriculum rather than merely a subset of the language arts curriculum. It is a balance of process (how people communicate) and product (what they communicate).

4. **Managing and evaluating a program for writing:**

Because we understand that writing is a necessary skill for effective communication and expression, and realizing that people learn to write by writing, there must be a workable system of instruction. That system must be coupled with an assessment system to measure levels of achievement in both the student and the teacher.

National Heritage Academies has adopted **The Collins Cumulative Writing Folder Program** to support teachers in building an effective and experiential writing program within their classrooms and the school. The Collins Writing Program provides schools with a writing program— a unified set of techniques and expectations about student writing— that can be developed and reinforced over a period of years, as well as a way to measure levels of achievement in both students and teachers. It involves:

- Integrating writing across the curriculum using Five Types of Writing
- (noted on the following two pages)
- Encouraging a balance of process and product
- Encouraging ownership through a student-centered program of instruction
- Ensuring the development of critical writing and thinking skills
- Making the program student-centered
- Involving frequent writing opportunities
- Affording a practical and manageable program for both teacher and student.

The Cumulative Writing Folder Program consists of four elements: a writing management system and three teaching strategies. The strategies are:

- Oral reading
- Focus correcting
- Using past papers to teach new skills

The Program has been successfully used in special education, with the gifted and talented, and in English as a second language programs. Each element reinforces the others.

Realizing each teacher's need to understand instructional expectations as well as to be supported in those expectations, a workable "Scope and Sequence for the Teaching of Writers" will be forthcoming.

A list of resources from the Collins Education Associates follows The Collins Writing Strategies.

Collins Writing Strategies

Type One: Writing that has no correct answer – or, if there is a correct answer, it's okay to be wrong

Purpose: To capture ideas, questions, reactions

Evaluation: A check + or -, 10 pts. or 0 pts., a “smiley face” or no “smiley face,” a jelly bean or a coffee bean . . . in other words – it's up to you. **“Reasonable best effort”**

Basic Guidelines: 1. Always skip a line 3. Provide a minimum volume
2. Always label the type of writing 4. Provide a maximum time limit

Advantages: *Spontaneous, minimal preparation *Takes very little class time
*Effective thinking stimulus for all *Promotes writing fluency

Type Two: Writing that makes a point - has a correct answer

Purpose: To show that the writer knows something about the topic or has thought about it

Evaluation: Type Two writing is like a quiz; mistakes in content count. Writing style and mechanics do not count – the content counts. **“Reasonable best effort”**

Basic Guidelines: 1. Always skip a line 3. Provide a maximum time limit
2. Always label the type of writing 4. Avoid numbering

Advantages: *Spontaneous, little pre-planning *Promotes writing fluency
*Quick assessment *Promotes writing in the content areas

Type Three: Writing that has content and focus correction areas

Purpose: To produce a single draft that meets the standards set by the focus correction areas (FCA). Type Three writing is read out loud by the author to see if it does three things:

- Completes the assignment
- Sounds correct-easy to read
- **Avoids errors in the focus correction areas**

Evaluation: Evaluation is based solely on FCAs. **“Reasonable best effort”**

Basic Guidelines: 1. Always skip a line 3. Maximum of three focus areas/paper
2. Always place FCAs in the upper left

Advantages: *Very efficient *Ease of evaluation

Type Four: Writing that has been read out loud and critiqued by another – two drafts

- Purpose:** To produce the best possible work in two drafts. Writer follows the same steps as Type Three, repeats steps with a peer, and produces the best possible second draft that is placed in **The Cumulative Writing Folder**.
- Evaluation:** Evaluation is based on focus correction areas. **“Reasonable best effort”**
- Basic Guidelines:**
1. Always skip a line
 2. Always place FCAs in the upper left
 3. Maximum of three focus areas/ paper
- Advantages:**
- *Fair, objective evaluations
 - *Provides a systematic, clear, and logical sequence of writing skills

Type Five: Writing that can be published and go outside the classroom without explanation or qualification – multiple drafts

- Purpose:** To produce the best writing possible. Writer follows the same steps as Type Four to create a paper void of errors.
- Evaluation:** Type Five writing is usually a major project. It must meet all standard conventions.
- Basic Guidelines:**
1. Always skip a line
 2. Always label the type of writing in rough drafts
- Advantages:**
- *Great final product
 - *Real-world standards
 - *Promulgates full range of skills

It has been our experience that many teachers, especially after a full day workshop with opportunities for “hands-on” practice, can effectively implement many of our ideas in their own classrooms.

However, most teacher training has failed miserably because it tends to be “hit and run” in nature. A basic assumption of our work is that writing instruction will be most effective when it is supported by a program— a unified set of teaching techniques and expectations about student writing that are developed and reinforced over a period of years. This kind of program development takes time and commitment. We believe that writing instruction must also be evaluated on a regular basis to provide teachers and students with clear and achievable goals from one year to the next. Therefore we have developed an extensive variety of program development services:

Examples of our teacher support and program development service sessions:

- * demonstration lessons
- * establishing an in-house evaluation model
- * individual department/grade level sessions
- * developing strategies for state assessment tests
- * practice developing great writing assignments
- * practice developing appropriate FCAs

Developed by Mark E. Dressel, Collins Education Associate 616.361.1839

COLLINS WRITING - TEACHER RESOURCES:

Center for Effective Communication-Collins Education Associates LLC:

The following publications may be found on the *AcademyLink Purchase Order form* for **The Network (formerly Collins)** and can be purchased through your building principal (textbook budget). It is recommended that each teacher have the following:

1. **Cumulative Writing Folders** - for each student in grades 1-8 for use in helping to manage the classroom writing program. Teachers of grades 1-3 should order the **Primary Cumulative Writing Folders**. Teachers of kindergarten may want to develop their own "folder system" for writing management.
2. **Developing an Effective Writing Program for the Elementary Grades** by Gary Chadwell.
3. Middle School Teachers: **Developing Writing and Thinking Skills Across the Curriculum** by Gary Chadwell.

Additional Recommended Resources:

1. Frank, Marjorie. **If You're Trying To Teach Kids How To Write...you've gotta have this book!** Incentive Publications, Inc., Nashville, Tennessee. 1979. (ISBN: 0-86530-317-7). Can be purchased through most bookstores. All Grades.
2. Areglado, Nancy and Dill, Mary. **Let's Write: A Practical Guide to Teaching Writing in the Early Grades- K-2.** Scholastic Professional Books, New York. 1997, (ISBN: 0-590-93102-4). Can be purchased through teacher stores or most bookstores. Early Grades.
3. Butler, Andrea and Turbill, Jan. **Towards a Reading-Writing Classroom.** Primary English Teaching Association, NSW, Australia: Heinemann, 1984. (ISBN: 0-435-08461-5).
4. Atwell, Nancie. **Coming to Know: Writing to Learn in the Intermediate Grades.** Portsmouth, NH: Heinemann, 1990. Presents many ways to use writing in content area study, including learning logs and research projects in every subject.
5. Calkins, Lucy. **The Art of Teaching Writing.** Portsmouth, NH: Heinemann, 1994.
6. Lane, Barry. **After 'The End': Teaching and Learning Creative Revision.** Portsmouth, NH: Heinemann, 1993.

Assessing Your Current Writing Program

You already have a writing program in place in your classroom, one shaped by your beliefs and attitudes about writing instruction. It's driven by techniques and strategies you use with your students, and it's organized around a system you use for managing the writing process. The survey that follows will help you assess your current writing program by helping to identify what you emphasize most and least in your own classroom. It will give you a snapshot of your current writing program.

After you complete this survey, your findings will enable you to reaffirm, challenge, or recalibrate some of your assumptions and help you make strategic decisions about ways to improve your writing program.

Writing Program Assessment Survey For Elementary Grades

Instructions: For each of the activities that follow, give a rating of 0-5 that most accurately describes how often you do the activity during a year. This self-assessment will be most valuable if you are candid in your estimates. Try not to overestimate; rather than rating the items based on how much you like them, rate them on how often you actually do them.

- 0 - Do not do
- 1 - Infrequently (one to three times a year)
- 2 - Occasionally (four to six times a year)
- 3 - Regularly (once a month)
- 4 - Frequently (twice a month)
- 5 - Very frequently (once a week or more)

PROGRAM VALUES

- _____ 1. Give students low-risk writing opportunities such as free writing or journal writing.
- _____ 2. Take overt steps, such as writing along with your students, to create a classroom culture of active literacy.
- _____ 3. Provide frequent opportunities for students to write in all content areas.

PREWRITING ACTIVITIES

- _____ 4. Involve students in writing projects based on their personal experiences, reading experiences, or class discussions.
- _____ 5. Engage students in discussions and activities that clarify writing projects, generate ideas, and help in planning and organizing writing.
- _____ 6. Provide models, including examples of other students' writing, to help guide your students' writing efforts.

DRAFTING ACTIVITIES

- _____ 7. Provide opportunities for students to write in many forms (narratives, letters, reports, poems, and so on).
- _____ 8. Provide opportunities for students to write for various *purposes* (to inform, entertain, persuade, explain, and so on) and various *audiences* (parents, peers, authors, public officials, and others).
- _____ 9.* Provide students with specific criteria that they can use to guide their thinking and writing and that you use to provide feedback on the writing project.

REVISING AND EDITING ACTIVITIES

- _____ 10. Model revising strategies (elaborating, sentence combining, eliminating unnecessary words or phrases, checking for sentence variety, and so on) that help students review and improve their writing.
- _____ 11. Teach grammar and mechanical skills in relation to students' current writing experiences.
- _____ 12. Encourage students to proofread their own work (checking for punctuation, capitalization, and spelling).
- _____ 13. Encourage students to peer-edit each other's papers before they are finalized.
- _____ 14. Involve students in maintaining a portfolio of their writing that they can review and use to develop new writing skills.

SHARING ACTIVITIES

- _____ 15.* Encourage students to read their work out loud – to themselves and others – as part of the writing process.
- _____ 16. Display or “publish” examples of high-quality writing.
- _____ 17. Give writers positive, specific feedback on their work.
- _____ 18. Conduct individual writing conferences with students.

_____ **Total Score**

*One of the Critical Four strategies

Interpreting Your Score

What does the survey tell me? Even before you total your score, a look at your survey provides some insights into your writing program. Since time is a valuable commodity in the classroom, your responses show you how you are using this scarce resource. The strategies you have rated as 4 or 5 are the “cornerstones” of your writing program because you are giving significant time to them. These are the strategies that drive your writing program.

The survey also shows you areas where you are giving little emphasis. These areas may not be emphasized in your classroom for any number of reasons. You may feel that they are not critical to your students' development as writers or that they are not appropriate for your students. Other low-rated strategies may be ones that you value but have not yet been able to effectively incorporate into your teaching.

What is a good score? Obviously, as your score approaches 90 it means that you have rated virtually all of the 18 items at 4 or 5. Although these 18 items represent an excellent overview of effective writing practice, you may ask whether it is necessary to use all of them with great frequency to have an effective writing program. Your question is a common one that subsumes other, related questions: Can I do all these things regularly with the number of students I have? With my time constraints? With my curriculum demands?

So, what's the lowest score I could get and still have an effective writing program? A score in the 54-72 range is the basis for an effective writing program. A score higher than 72 would indicate that writing is already a prominent component of your classroom culture. A score lower than 54 (18 items multiplies by an average score of 3) could indicate that writing is not done often enough or that your writing instruction does not provide the kind of consistent focus students need to improve as writers. The strategies on this survey have little impact on improving students' writing when used randomly.

How do I use the survey to improve my writing program? In addition to looking at your overall score, you might want to look at your scores in the five sections of the survey – Program Values, Prewriting Activities, Drafting Activities, Revising and Editing Activities, and Sharing Activities. Do your scores in one or more sections seem noticeably higher or lower than scores in other sections?

In reviewing your scores in the five sections, don't overlook the fact that some of the strategies have benefits in several aspects of the writing process – not only the one in which it is categorized in the survey. A good example is item 15 (*Encourage students to read their work out loud – to themselves and others – as part of the writing process*) which is a strategy appropriate for drafting, revising and editing, as well as sharing. This is a critical strategy for young writers because it focuses attention on the overall quality of the written message rather than on the individual words. Its use is also beneficial in several stages of the writing process.

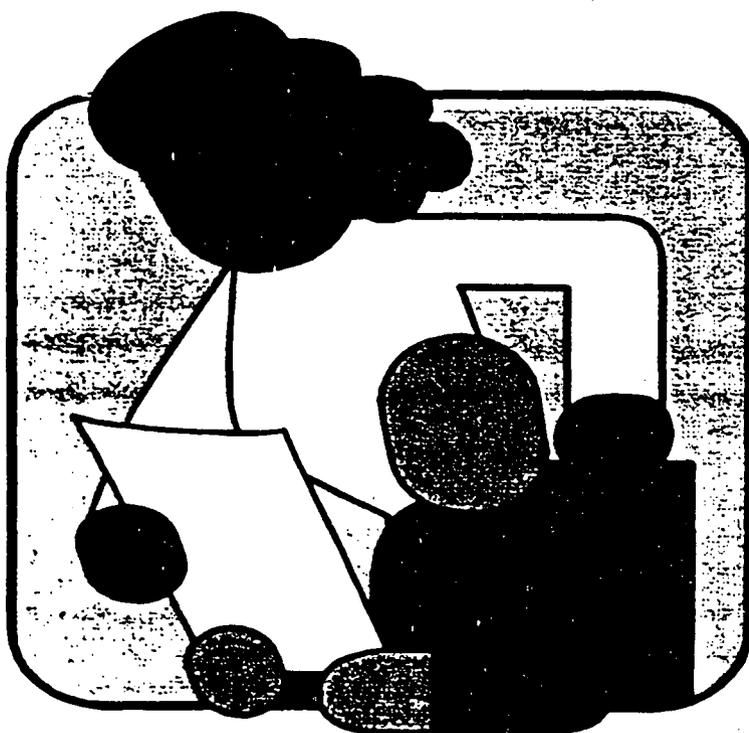
One way to use this survey is to consider carefully your scores on items 3, 9, 14, and 15 – the Critical Four strategies. I have identified these as the Critical Four strategies because high scores in these areas ensure that your writing program is headed in the right direction. It means that students are writing often, you are focusing your writing instruction, and you are showing students ways to be effective resources to themselves and others.

Making changes in any of these areas takes thought and effort, so avoid the temptation to change too many things at once. After reviewing your survey, choose two of the strategies that you feel would have the greatest impact on improving your students' writing and work on improving those. They may be two of the Critical Four or others that you think will benefit your students.

You may want to read more about the 18 strategies before you decide where to begin. Chapters 2-6 of this book focus on the strategies from the survey and Action Steps for each one. The remainder of the book looks at ways to use the Critical Four strategies to create an effective writing program for your young writers and provides some suggestions for communicating about your program to parents.

MATH SIXTH GRADE

Saxon Math
Saxon Math Assessment
Pacing Whole Group Instruction
Saxon Grade Level Curriculum



SAXON MATH

Saxon Math grew out of a decade of intense classroom interaction with students in which the goal was for students to learn and remember the foundational skills of mathematics. The term “foundational” is appropriate because mathematics, perhaps more than any other subject, is a cognitive structure that builds upon prior learning. The ultimate height and stability of the mathematical structure within each individual are determined by the strength of the foundation. The text, as well as each book that precedes or follows, provides the student with the time and opportunities necessary to build a rock-solid foundation in beginning mathematics. For this to occur it is essential that all practice problems and all problem sets be completed by the students.

THE SAXON PEDAGOGY

Incremental development, continual review, and frequent, cumulative testing. There are three pillars of Saxon Mathematics.

- Incremental development means that concepts are taught in small, easily understood pieces that are presented in individual lessons over the course of the academic year.
- Once an increment has been taught, it is reviewed daily through worksheets and homework sets—a process called continual review. As concepts grow in complexity, earlier increments are included. Thus, all concepts and skills can be practiced on a daily basis without the homework sets becoming large and unwieldy. Over time, incremental development and continual review foster assimilation, mastery, and complete understanding of concepts and skills.
- Frequent, cumulative testing allows students to prove their mastery of skills before new concepts are introduced. Assessments encompass all concepts and skills that students have practiced.

SUCCESS WITH SAXON MATHEMATICS

There is considerable evidence from the educational community to suggest why Saxon’s pedagogy of incremental development, continual review, and frequent, cumulative testing should be successful. What follows—support ranging from experimental studies to anecdotal evidence—suggests that this pedagogy is in fact successful.

Studies indicate that Saxon’s Mathematics texts:

- can increase student test scores (Reed 1983; McBee 1984; Sistrunk and Benton 1992); Calvery, Bell, and Wheeler 1993; Rentschler 1994; Mayers 1995; Sanders 1997);
- can benefit students of low and average ability (Klinge and Reed 1984; Johnson and Smith 1987; Calvery, Bell, and Wheeler 1993);
- can lower math anxiety in students (Lafferty 1994);
- may help minority students narrow the math achievement gap (Sistrunk and Benton 1992); and
- are preferred (over traditional texts) by students and faculty (Johnson and Smith 1987 and Nguyen 1994a).

One of the most comprehensive studies of the effectiveness of Saxon textbooks was conducted between 1992 and 1994 by the Planning, Research, and Evaluation Department of the Oklahoma City public school system (Ngyuen 1994b). The study encompassed K-5 students in over three hundred classrooms using non-Saxon programs. Analysis of the 1994 ITBS scores for the Saxon students and a comparison group of the non-Saxon students revealed that:

Overall, the Saxon group scored higher than the comparison group of students in all comparisons. Five of these comparisons were statistically significant ($p < .01$): complete composite, total math, math concepts, problem solving, and reading comprehension. The other four comparisons also favored the Saxon group; however, the differences were not statistically significant: math computation, science, social studies, and total language.

Comments from teachers and administrators:

- *"The first four years (using Saxon) my class had the highest scoring on the state ISTEP test in Muncie, which has twelve elementary schools. Last year we were number one in problem solving in the city."* Mel Botkin, Retired Teacher, Muncie, IN
- *"Students are taking more math classes than ever before in the history of the school. In 1989 (before Saxon), we had about 30% of the student body in the math program. Today, almost the entire student body is involved."* Larry Cone, Teacher, Muskegon, MI
- *"I see improvement in retention of skills using Saxon at all levels. Often young people come into eighth grade believing they 'can't do math' and change their minds (after using) Saxon."* Cylinda Rucker, Teacher, Eagleville, MO
- *"Probably the most exciting thing about using Saxon this year was seeing students develop their ability to apply what they had already learned to new topics. Another tremendous benefit was no longer seeing the blank looks regarding topics covered earlier in the year."* Elizabeth A. Moody, Teacher, Hudson, NH
- *"All seventh-graders were tested before studying Saxon and scored in the range from 8th percentile to 97th percentile. Class average was 44th percentile. After one year of instruction using Saxon Algebra 1/2, the median score for the same students was 97th percentile."* Frederick H. Maas, Teacher, Santa Fe, NM
- *"Our math scores have dramatically improved. All of my teachers love the Saxon materials."* Mike Hanke, Principal, Green Bay, WI
- *"The special education students are catching up. Many no longer qualify for special education after two years of Saxon."* Marvin Miles, Teacher, Blackfoot, ID

Conclusion

The Saxon pedagogy has its roots in the classroom. It is a method that was developed specifically to improve long-term retention of concepts and skills. For twenty years, and with increasing refinement, the Saxon pedagogy has been applied to a range of subjects and grade levels. Because of its effectiveness and ease of use, tens of thousands of teachers across the United States and abroad have embraced the Saxon methodology, and millions of students have benefited from mathematics instruction based on incremental development, continual review, and cumulative testing.

SAXON MATH ASSESSMENT

GENERAL ASSESSMENT

An available test booklet contains two forms of tests for every five lessons. The second test form may be used for make-up testing. Tests should be given about five lessons after the last concept has been taught. Thus Test 1, which covers topics from Lesson 1 through Lesson 5, should be given after Lesson 10. Test 2 should be given after Lesson 15, Test 3 after Lesson 20, and so on. This allows the students time to learn the new topic before being tested on it. Students will make excellent progress if they are able to score 80% or better on the tests. Students who fall below the 80% level should be given remedial attention immediately. Some teachers choose to test every ten lessons using only the even-numbered or odd-numbered tests. This is an acceptable alternative to testing every five lessons.

Stephen Hake
Tempe City, California

John Saxon
Norman, Oklahoma

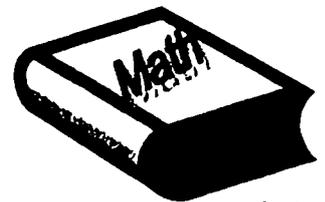
PACING WHOLE-GROUP INSTRUCTION

When teaching the Saxon program through whole-group instruction, pacing is key. It is important that each student have the opportunity to complete the entire textbook during the school year. The chart below offers guidance about the number of lessons that should be completed during each grading period.

SAXON PUBLISHING			SCHOOLS USING QUARTER/SEMESTER SYSTEM			
Edition	Title	Total No. Lessons	1st Quarter Lessons	2nd Quarter Lessons	3rd Quarter Lessons	4th Quarter Lessons
2nd	<i>Math 54</i> Lessons and Problem Sets	141	1-35	36-70	71-105	106-141
2nd	<i>Math 54</i> Tests	28	1-6	7-13	14-20	21-28
2nd	<i>Math 65</i> Lessons and Problem Sets	140	1-35	36-70	71-105	106-140
2nd	<i>Math 65</i> Tests	28	1-6	7-13	14-20	21-28
2nd	<i>Math 76</i> Lessons and Problem Sets	138	1-35	36-70	71-105	106-138
2nd	<i>Math 76</i> Investigations	6	1	—	2-3	4-6
2nd	<i>Math 76</i> Tests	28	1-6	7-13	14-20	21-28
2nd	<i>Math 87</i> Lesson and Problem Sets	120	1-30	31-60	61-90	91-120
2nd	<i>Math 87</i> Investigations	12	1-3	4-6	7-9	10-12
2nd	<i>Math 87</i> Tests	24	1-5	6-11	12-17	18-Final
2nd	<i>Algebra 1/2</i> Lessons and Problem Sets	123	1-31	32-62	63-93	94-123
2nd	<i>Algebra 1/2</i> Extra Topics *	10	—	—	—	A-J
2nd	<i>Algebra 1/2</i> Tests	31	1-6	7-14	15-22	23-31

For example, at the end of the second quarter *Math 65* students should have completed Lesson 70 and Test 13.

* These topics are discretionary enrichment units. The ones that are used should be taught in the final term of the academic year so that students will have the information fresh in their minds during standardized tests.



I. PATTERNS, RELATIONSHIPS, AND FUNCTIONS	
Content Standard 1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships and construct representations of mathematical relationships. (Patterns)	
Objective	Lessons/Methodology
1. Describe, analyze, and generalize patterns arising in a variety of contexts and express them in general terms.	36, 37-39, 44, 48, 52, 53-54, 58-59, 70-72, 112-114, 152-154, 220-221, 248, 255-256, 285-286, 332-333, 336-338, 400-401, 456-457, 460-461, 522-523
2. Represent and record patterns and relationships in a variety of ways, including tables, charts, and graphs, and translate between various representations.	204-207, 300, 313, 329, 340-341, 349, 350, 351, 353, 355, 368, 374, 384-385, 392, 427, 442, 445, 448, 455, 525
3. Use patterns and their generalizations to make and justify inferences and predictions.	29, 49-50, 112-113, 131-135, 204-206, 352-353, 393, 400-401, 408-409, 456-457, 468, 469, 476-477, 496-497
4. Explore and describe visual and numeric patterns, including linear expressions, near-linear patterns, and symmetric and spatial patterns.	37-39, 45, 53-55, 58-59, 61-62, 91-92, 112-114, 120-121, 141-142, 145-146, 152-154, 220-221, 255-256, 274, 286, 287, 288, 306, 332-333, 336-338, 352-3, 400-401, 456-457, 460, 461, 482, 516-517, 522-523
5. Use patterns and generalizations to solve problems and explore new content.	36, 37-39, 44, 48, 52, 53-54, 58-59, 70-72, 112-114, 152-154, 220-221, 248, 255-256, 285-286, 332-333, 336-338, 400-401, 456-457, 460-461, 522-523
Content Standard 2: Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. (Variability and Change)	
Objective	Lessons/Methodology
1. Identify and describe the nature of change; recognize change in more abstract and complex situations and explore different kinds of change and patterns of variation.	1-3, 49-52, 77-80, 84-86, 89-90, 91-93, 97-100, 112-115, 122, 126-129, 130-132, 157, 159, 177-181, 182-183, 212-215, 216-219, 231-233, 293-296, 332-335, 360-363, 389-390, 509-512

2. Connect an initial state to a final state and generalize a rule that describes a pattern of change.	37-39, 40-43, 53-55, 62-64, 71-72, 80-82, 112-114, 117, 133-135, 160-162, 204-206, 208-210, 212-213, 255-256, 332-333, 336-338, 400-401, 456-457, 496-497
3. Begin to investigate applications in bivariate data and linear relationships and explore questions of what will happen to one quantity if another variable is changed.	12-14, 36-39, 53-57, 71-73, 91-93, 95-96, 101-102, 227-228, 468-469, 472-473, 476, 477, 516-517, 522-523
4. Represent variability or change by ordered pairs, tables, graphs, and equations.	204-207, 300, 340-341, 351, 368, 427, 442, 448, 455, 525
5. Differentiate between functions and relationships such as linear vs. not linear or continuous vs. non-continuous.	1-2, 13, 26, 45, 61-62, 120-121, 123-124, 204-206, 227-228, 408-409, 462, 468-469, 476-478, 499
6. Continue to explore relationships arising from interesting contexts and use variables and relationships to solve mathematical problems.	36-39, 54-57, 199, 202-203, 215, 225, 243, 351, 273, 395, 407, 408-409, 462, 468-469, 476-478, 499

II. GEOMETRY AND MEASUREMENT

Content Standard 1: Students develop spatial sense, use shapes as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)

Objective	Lessons/Methodology
1. Distinguish among shapes and differentiate between examples and non-examples of shapes based on their properties; generalize about shapes of graphs and data distributions.	123-124, 145-147, 204-207, 228-229, 300, 313, 329, 340-341, 351, 352-353, 356-357, 384-385, 427, 445, 455, 482, 525
2. Generalize the characteristics about shapes and apply those generalizations to classes of shapes.	145-147, 228-229, 352-353, 356-357, 482
3. Derive generalizations about shapes and apply those generalizations to develop classifications of familiar shapes.	145-146, 228, 352-353, 356-357, 482
4. Construct familiar shapes using coordinates, appropriate tools (including technology), sketching and drawing two- and three dimensional shapes.	45, 61-62, 120-121, 123-124, 147-147, 274, 352-353, 356-357, 463, 482, 516-517, 522, 523
5. Combine, dissect, and transform shapes.	45, 61-62, 120-121, 123-124, 147-147, 274, 352-353, 356-357, 463, 482, 516-517, 522, 523

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6. Generalize about the common properties of similar, congruent, parallel and perpendicular shapes and verify their generalizations informally.	145-147, 228-229, 352-354, 356-357
7. Use shape, shape properties and shape relationships to describe the physical world and to solve problems.	45, 61-62, 120-121, 123-124, 146-147, 228-229, 274, 352-353, 356-357, 358-359, 463, 482, 516-517, 522-523
Content Standard 2: Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations (e.g., sliding, flipping, turning, enlarging, reducing) on an object. (Position)	
Objective	Lessons/Methodology
1. Locate and describe objects in terms of their position, including compass directions, Cartesian coordinates, latitude and longitude and midpoints.	26, 193-194, 433, 506, 516-517, 522-523
2. Locate and describe objects in terms of their orientation and relative position, including coincident, collinear, parallel, perpendicular; differentiate between fixed (e.g., N-S-E-W) and relative (e.g. right-left) orientations; recognize and describe	123-124, 193-194, 245, 252, 256, 289, 320, 328, 336, 344, 356-357, 400, 418, 434, 470, 482, 493, 509, 516-517, 522-523
3. Describe translations, reflections, rotations, and dilations, using the language of transformations and employ transformations to verify congruence of figures.	289, 309, 328, 523
4. Locate the position of points or objects described by two or more conditions; locate all the points (locus) that satisfy a given condition.	433, 463, 506, 516-517, 521, 522-523, 524
5. Use concepts of position, direction, and orientation to describe the physical world and to solve problems.	193-195
Content Standard 3: Students compare attributes of two objects, or of one object with a standard (unit), and analyze situations to determine what measurement(s) should be made and to what level of precision. (Measurement)	
Objective	Lessons/Methodology
1. Select and use appropriate tools; measure objects using standard units in both the metric and common systems and measure angles in degrees	182-183, 185-187, 277-279, 312-314
2. Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), time, temperature, perimeter, area, volume, and angle.	101-102, 105-106, 108-109, 182-183, 185-187, 227-228, 277-279, 312-314, 328-330, 360-362, 373, 392, 411, 472-473, 476-477

3. Estimate measures with a specified degree of accuracy and decide if an estimate or a measurement is a "close enough."	105-106, 182-184, 185-187, 277-279, 312-314, 328-330, 360-362
4. Interpret measurements and recognize that two objects may have the same measurement on one attribute (e.g., area) but not necessarily on another (e.g., perimeter)	101-102, 105-106, 108-109, 182-183, 185-187, 227-228, 277-279, 312-314, 328-330, 360-362, 373, 392, 411, 472-473, 476-477
5. Use proportional reasoning and indirect measurements to draw inferences.	101-102, 105-106, 108-109, 182-183, 185-187, 227-228, 277-279, 312-314, 328-330, 360-362, 373, 392, 411, 472-473, 476-477
6. Apply measurement to describe the real world and to solve problems.	101-102, 105-106, 108-109, 182-183, 185-187, 227-228, 277-279, 312-314, 328-330, 360-362, 373, 392, 411, 472-473, 476-477
III. DATA ANALYSIS AND STATISTICS	
Content Standard 1: Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. (Collection, Organization, Presentation of Data)	
Objective	Lessons/Methodology
1. Collect and explore data through observation, measurement, surveys, sampling techniques and simulations.	1-3, 29-31, 53-57, 104-107, 130-132, 157-159, 185-188, 208-211, 234-236, 261-264, 285-288, 312-315, 340-343, 364-367, 392-395, 418-420, 442-445, 468-471, 496-498, 522, 525
2. Organize data using tables, charts, graphs, spreadsheets, and data banks.	204-206, 207, 300, 351, 368, 427, 442, 455
3. Present data using a variety of appropriate representations and explain why representation is preferred over another or how a particular representation may bias the presentation.	204-206, 207, 300, 351, 368, 427, 442, 455
4. Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize, and present those data.	40-43, 62-64, 80-82, 117, 133-135, 136-139, 150, 158, 161-161, 174, 189-190, 205, 206, 209, 213-214

Content Standard 2: Students examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. (Description and Interpretation)	
Objective	Lessons/Methodology
1. Critically read data from tables, charts or graphs, and explain the source of the data and what the data represent.	204-206
2. Describe the shape of a data distribution and identify the center, the spread, and what the data represent.	204-206, 212, 253, 277, 323, 340, 351, 368, 377, 384, 392, 399, 404, 421, 427, 442, 445, 460, 486, 488
3. Draw, explain, and justify conclusions based on data.	204-206, 208, 212, 216
4. Critically question about the sources of data; the techniques used to collect, organize, and present data; the inferences drawn from the data; and the possible sources of bias in the data or their presentation.	204-206, 212, 253, 277, 323, 340, 351, 368, 377, 384, 392, 399, 404, 421, 427, 442, 445, 460, 486, 488
5. Formulate questions and problems and gather and interpret data to answer those questions.	37-37, 50-51, 112-114, 133-135, 157-158, 179, 204-206, 231-232, 234-235, 293-294, 301-302, 309-310, 389-390, 411-412, 415, 427-428, 449-451, 486, 500, 509-511
Content Standard 3: Students draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions. (Inference and Prediction)	
Objective	Lessons/Methodology
1. Make and test hypothesis.	37-39, 45-47, 116-118, 204-206, 212-214, 252-253, 300, 340-341, 353, 368, 384-385, 392, 427, 442, 445, 448, 455, 499-500, 509-511, 525
2. Design experiments to model and solve problems using sampling, simulations and controlled investigations.	37-39, 45-47, 116-118, 204-206, 212-214, 252-253, 300, 340-341, 353, 368, 384-385, 392, 427, 442, 445, 448, 455, 499-500, 509-511, 525

3. Formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others.	37-39, 45-47, 116-118, 204-206, 212-214, 252-253, 300, 340-341, 353, 368, 384-385, 392, 427, 442, 445, 448, 455, 499-500, 509-511, 525
4. Make predictions and decisions based on data, including interpolations and extrapolations.	37-39, 45-47, 116-118, 204-206, 212-214, 252-253, 300, 340-341, 353, 368, 384-385, 392, 427, 442, 445, 448, 455, 499-500, 509-511, 525
5. Employ investigations, mathematical models and simulations to make inferences and predictions to answer questions and solve problems.	37-39, 45-47, 116-118, 204-206, 212-214, 252-253, 300, 340-341, 353, 368, 384-385, 392, 427, 442, 445, 448, 455, 499-500, 509-511, 525

IV. NUMBER SENSE AND NUMERATION

Content Standard 1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. (Concepts and Properties of Numbers)

Objective	Lessons/Methodology
1. Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimals form.	87, 117, 137-139, 153-154, 157-158, 165-168, 173-174, 269-270, 281-282, 285-286, 293-294, 297-298, 305-306, 324-325, 332-333, 368-370, 400-401, 408-409, 438-440
2. Extend their understanding of numeration systems to include decimal numeration and non-decimal numeration systems.	201-202, 273-274, 286, 289-290, 297-298, 309-310, 411-412, 415, 418-419, 424, 427, 428, 434-435, 438-440, 451, 453-454, 456-457, 486-487, 490-491, 496-497, 509-511
3. Develop an understanding of the properties of the properties of the integer and rational number systems (e.g., order, density) and of the properties of the special numbers 0, 1 and π , and the additive and multiplicative inverses.	87, 117, 153-154, 248-249, 265-267, 273-274, 286, 289-290, 297-298, 332-333, 336, 338, 344-346, 400-401, 408-409, 438, 468-469, 476-477
4. Apply their understanding of number systems to model and solve mathematical and applied problems.	40-43, 50-51, 62-64, 133-135, 189-190, 227-228, 301-302, 309-310, 408-409, 411-412, 468-469, 472-473, 476-477, 496-497, 499-500, 509-511

Content Standard 2: Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. (Representation)

Objective	Lessons/Methodology
1. Give geometric representations of fractions, prime and composite numbers, triangular and square numbers, and other number concepts; represent rational numbers and integers on the number line.	26, 104-105, 133-135, 137-139, 149-150, 153-154, 157-158, 160-161, 173-174, 208, 209, 273-274, 305-306, 340-341, 472-473, 516-517, 522-523
2. Recognize equivalent representations of a number, especially fractions, decimals and percents, and translate freely among representations.	117, 157-158, 265-267, 269-270, 281-282, 285-286, 293-294, 297-298, 332-333, 336, 338, 344-346, 408-409, 438-440, 442-443, 446, 468-469, 476-477
3. Distinguish between numbers that are used for counting, numbers that are used for ordering, numbers that are used for measuring, and numbers that are used for naming.	1-3, 26, 77-80, 97-100, 130-132, 177-181, 182-183, 185-187, 216-219, 227-228, 231, 233, 277-278, 293-296, 312-313, 328-329, 332-335, 360-363, 389-390, 472-473, 509-511
4. Develop and refine strategies for estimating quantities, including fractional quantities, and evaluate the reasonableness and appropriateness of their estimates.	40-43, 62-64, 80-82, 126-128, 133-135, 189-190, 208-209, 258-259, 277-278, 421-422, 430-431, 434-4
5. Select appropriate representations for numbers, including integers and rational numbers, in order to simplify and solve problems.	20-21, 50-51, 53-55, 71-72, 80-82, 97-99, 112-114, 161-162, 165-168, 179, 201-202, 212-213, 248-249, 258-259, 309-310, 344-346, 381-382, 411-412, 503-505, 519-520

Content Standard 3: Students investigate relationships such as equality, inequality, inverses, factors, and multiples, and represent and compare very large and very small numbers. (Number Relationships)

Objective	Lessons/Methodology
1. Compare and order integers and rational numbers using relations of equality and inequality.	1-3, 37-39, 62-66, 97-100, 112-115, 126-129, 133-136, 157-159, 182-183, 212-215, 237-240, 245-247, 332-335, 360-363, 389-390, 421-422, 460-461, 499-500, 509-512, 519, 520
2. Express numerical comparisons as ratios and rates.	157-158, 293-294, 408-409, 476-477

3. Distinguish between prime and composite numbers; identify factors and multiples, common factors and multiples, and relatively prime numbers; and apply divisibility tests to numbers.	1-3, 59, 70-71, 74-75, 77-78, 94-95, 112-114, 241-242, 340-341, 348-349, 460-461
4. Explain the meaning of powers and roots of numbers and use calculators to compute powers and square roots.	465
5. Apply their understanding of number relationships in solving problems.	19-21, 37-39, 70-72, 133-135, 170-171, 197-199, 204-206, 248-250, 261-263, 275, 297-299, 309-310, 340-341, 360-362, 377-379, 396-399, 415-416, 442-443, 460-462, 483, 484, 499-500, 503-505, 507-508, 509-511, 513-515, 525
V. NUMERICAL AND ALGEBRAIC OPERATIONS AND ANALYTICAL THINKING	
Content Standard 1: Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems. (Operations and their Properties).	
Objective	Lessons/Methodology
1. Use manipulatives and diagrams to model operations and their inverses with integers and rational numbers and relate the models to their symbolic expressions.	26, 133-135, 137-139, 149-150, 157-158, 160-161, 165-168, 173-174, 189-190, 208, 209, 305-306, 324-325, 368-370
2. Compute with integers, rational numbers, and simple algebraic expressions using mental computation, estimation, calculators, and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation.	20-21, 32-35, 37-38, 53-54, 66-68, 97-99, 113-114, 201-202, 248-249, 250, 309-310, 324-325, 389-390, 392-393, 404-406, 499-500, 503-504, 509-511, 513-515, 516-517, 522, 523, 525
3. Describe the properties of operations with rationals and integers (e.g., closure; associative, commutative and distributive properties) and give examples of how they use those properties.	20-21, 32-35, 37-38, 53-54, 66-68, 97-99, 113-114, 201-202, 248-249, 250, 309-310, 324-325, 389-390, 392-393, 404-406, 499-500, 503-504, 509-511, 513-515, 516-517, 522, 523, 525
4. Efficiently and accurately apply operations with integers, rational numbers and simple algebraic expressions in solving problems.	20-21, 32-35, 37-38, 53-54, 66-68, 97-99, 113-114, 201-202, 248-249, 250, 309-310, 324-325, 389-390, 392-393, 404-406, 499-500, 503-504, 509-511, 513-515, 516-517, 522, 523, 525

Content Standard 2: Students analyze problems to determine an appropriate process for solution and use algebraic notations to model or represent problems. (Algebraic and Analytic Thinking)

Objective	Lessons/Methodology
1. Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	36-39, 54-57, 91-93, 199, 202-203, 215, 225, 243, 280, 300, 339, 351, 372, 395, 407, 426, 462, 474, 499-500, 516-517, 522-523
2. Represent algebraic concepts with geometric models (e.g., algebra tiles), physical models (e.g., balance beam), tables and graphs; and write algebraic expressions to correspond to the multiple representations.	204-206
3. Solve linear equalities and inequalities using algebraic and geometric methods, and use the context of the problem to interpret and explain their solutions.	36-39, 147-149, 201-202, 228-229, 472-474, 516-517, 522-523
4. Analyze problems modeled by linear functions, determine strategies for solving the problems and evaluate the adequacy of the solutions in the context of the problems.	36-39, 147-149, 201-202, 228-229, 472-474, 516-517, 522-523
5. Explore problems that reflect the contemporary uses of mathematics in significant contexts and use the power of technology and algebraic and analytic reasoning to experience the ways mathematics is used in society.	1-3, 12-15, 33-36, 77-80, 91-93, 112-115, 126-129, 133-136, 157-159, 182-183, 212, 215, 231-233, 237-240, 245-247, 293-296, 301-304, 340-342, 356-356, 360-362, 396-398, 408-409, 427-428, 509-512, 516-517, 522-523

VI. PROBABILITY AND DISCRETE MATHEMATICS

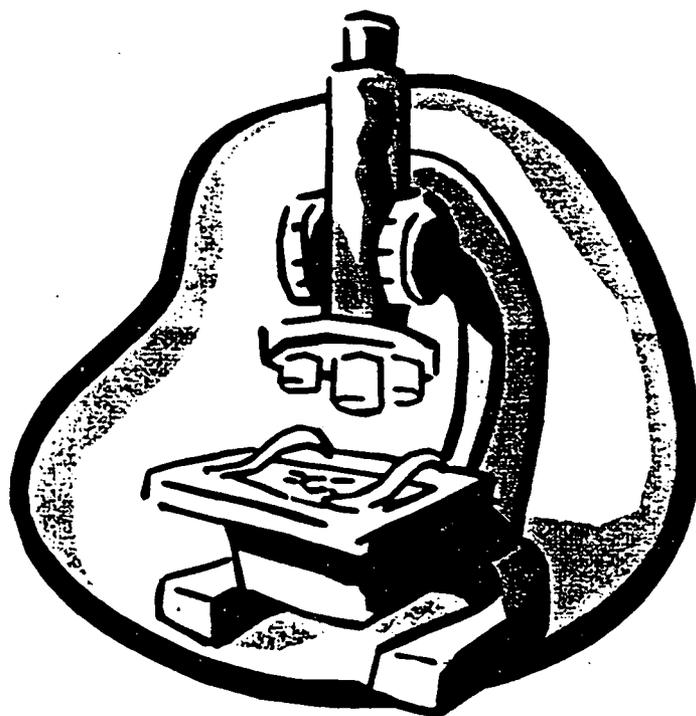
Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. (Probability)

Objective	Lessons/Methodology
1. Describe events as likely or unlikely and give qualitative and quantitative descriptions of the degree of likelihood.	468-469, 476-477
2. Describe probability as a measure of certainty ranging from 0 to 1 and conduct activities that allow them to express probabilities of simple events in mathematical terms.	468-469, 476-477

3. Conduct experiments and give examples to illustrate the difference between dependent and independent events.	468-469, 476-477
4. Explain the difference between probabilities determined from experiments or chance events (empirical) and probabilities derived mathematically (theoretical), and explain how the empirical probability changes for a large number of trials.	468-469, 476-477
5. Conduct probability experiments and simulations to model and solve problems.	468-469, 476-477
Content Standard 2: Students investigate practical solutions such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design. (Discrete Mathematics)	
Objective	Lessons/Methodology
1. Use manipulatives and diagrams and the fundamental theorem of counting to count permutations and combinations.	This objective addressed in Math 76
2. Use sets and set relationships to explore and solve simple algebraic and geometric problems.	This objective addressed in Math 76
3. Solve problems involving networks, for example planning delivery routes or counting paths between points.	This objective addressed in Math 76
4. Explore recurrence relations and iterations.	This objective addressed in Math 76
5. Continue to use manipulatives and drawings to model the concepts and procedures for the standard arithmetic algorithms, and develop and analyze their own and other students' algorithms to accomplish a task or solve a mathematical problem.	26, 133-135, 137-139, 149-150, 153-154, 157-158, 160-161, 165-168, 173-174, 204, 206, 273-274, 305-306, 324-325, 368-370
6. Use discrete mathematics concepts described above to model situations and solve problems; and look for whether or not there is a solution (existence problems), determine how many solutions there are (counting problems), and decide upon a best solution.	26, 133-135, 137-139, 149-150, 153-154, 157-158, 160-161, 165-168, 173-174, 204, 206, 273-274, 305-306, 324-325, 368-370

SCIENCE SIXTH GRADE

**NHA Science Philosophy
Content Standards and Objectives
Science Objective Summaries/Links
Grade Level Schedule
The Teaching of Origins**



NHA SCIENCE PHILOSOPHY

National Heritage Academies believes in excellence in science education. Our curriculum is based on:

NHAGOSE Standards (National Heritage Goals and Objectives for Science Education)

Nhagose standards are the state requirements of what all students need to know and be able to do in the subject of Science. A state standardized assessment tool is used to provide feedback on how well the objectives have been covered. Our curriculum has been carefully aligned so as to cover these objectives and skills consistently throughout all grades.

Core Knowledge (content objectives)

The Core Knowledge Sequence represents a first and ongoing attempt to state specific core knowledge that children should learn. It is designed to encourage steady academic progress as children build their knowledge from one year to the next. Core Knowledge objectives cover much of the same information as the state standards, thus, they are not listed twice. For those objectives/units that are specific to Core Knowledge, they are labeled as such and should be covered when possible. It is National Heritage Academies' goal for the Core Knowledge to account for approximately 50% of the science curriculum.

NHA teachers play significant role in the creation of our science curriculum. Besides the extensive work of our science specialist, Randy Creswell, many teachers have contributed time and effort into writing units and/or committee work where much of our information such as experiment tables were compiled.

Our teachers plan their lessons using the content objectives and lesson ideas presented in the binder. Principals will provide the materials and resources needed to accompany the plans.

*SCIENTIFICALLY LITERATE STUDENTS KNOW HOW TO... USE KNOWLEDGE...
TO ENGAGE IN ACTIVITIES... IN REAL-WORLD CONTEXTS.*

I. CONSTRUCT NEW SCIENTIFIC AND PERSONAL KNOWLEDGE	
Content Standard 1: All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge.	
Objective	Lessons/Methodology
1. Generate scientific questions about the world based on observation.	C 1
2. Design and conduct simple investigations.	C 2
3. Investigate toys / simple appliances and explain how they work, using instructions and appropriate safety precautions.	C 3
4. Use measurement devices to provide consistency in investigation.	C 4
5. Use sources of information to help solve problems.	C 5
6. Write and follow procedures in the form of step-by-step instructions, recipes, formulas, flow diagrams, and sketches.	C 6
II. REFLECT ON THE NATURE, ADEQUACY, AND CONNECTIONS ACROSS SCIENTIFIC KNOWLEDGE	
Content Standard 2: All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.	
Objective	Lessons/Methodology
1. Evaluate the strength and weaknesses of claims, arguments, or data.	R 1
2. Describe limitations in personal knowledge.	R 2
3. Show how common themes of science, mathematics, and technology apply in real-world contexts.	R 3
4. Describe the advantages and risks of new technologies.	R 4
5. Recognize the contributions made in science by cultures and individuals of diverse backgrounds.	R 5
III. USE SCIENTIFIC KNOWLEDGE FROM THE LIFE SCIENCES IN REAL-WORLD CONTEXTS	
1. Content Standard 1: All students will apply an understanding of cells to the functioning of multicellular organisms; and explain how cells grow, develop, and reproduce.	
Objective	Lessons/Methodology
1. Describe similarities / differences between single-celled and multicellular organisms.	LC 2
2. Explain why specialized cells are needed by plants and animals.	LC 3
3. Explain how cells use food as a source of energy.	LC 4

MIDDLE SCHOOL SCIENCE CONTENT STANDARDS

Content Standard 2: All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions.	
Objective	Lesson/Methodology
1. Compare and classify familiar organisms into major groups on the basis of their structure.	LO 6
2. Describe the life cycle of a flowering plant.	LO 7
3. Describe evidence that plants make and store food.	LO 8
4. Explain how selected systems and processes work together in plants and animals.	LO 9
Content Standard 3: All students will investigate and explain how characteristics of living things are passed on through generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes.	
Objectives	Lessons/Methodology
1. Describe how the characteristics of living things are passed down through generations.	LH 2
2. Describe how heredity and environment may influence / determine characteristics of an organism.	LH 3
Content Standard 4: All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments; and analyze how species change through time.	
Objective	Lessons/Methodology
1. Describe how biologists might trace possible evolutionary relationships among present and past life.	LE 3
Content Standard 5: All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment; and analyze how humans and the environment interact.	
Objective	Lessons/Methodology
1. Describe common patterns of relationships among populations.	LEC 6
2. Predict the effects of changes in one population in a food web on other populations.	LEC 7
3. Describe how all organisms in an ecosystem acquire energy directly or indirectly from sunlight.	LEC 8
4. Describe the likely succession of a given ecosystem over time.	LEC 9
5. Identify some common materials that cycle through the environment.	LEC 10
6. Describe ways in which humans alter the environment.	LEC 11
7. Explain how humans use and benefit from plant and animal materials.	LEC 12

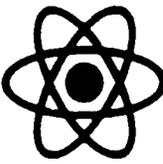
IV. USE SCIENTIFIC KNOWLEDGE FROM THE PHYSICAL SCIENCES IN REAL-WORLD CONTEXTS	
Content Standard 2: All students will investigate, describe, and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy.	
Objective	Lessons/Methodology
1. Describe common physical changes in materials; evaporation, condensation, thermal expansion, and contraction.	PCM 4
2. Describe common chemical changes in terms of properties of reactants and products.	PCM 5
3. Distinguish between physical and chemical changes in natural and technological systems.	PCM 6
4. Describe how waste products accumulating from natural and technological activities create pollution.	PCM 7
5. Explain physical changes in terms of the arrangement and motion of atoms and molecules.	PCM 8
Content Standard 1: All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter.	
Objective	Lessons/Methodology
1. Measure physical properties of objects and substances.	PME 8
2. Describe when length, mass, weight, area, or volume are appropriately to describe the size of an object.	PME 9
3. Classify objects as elements, compounds, or mixtures.	PME 10
4. Describe matter as consisting of extremely small particles (atoms) that bond to form molecules.	PME 11
5. Describe the arrangement and motion of molecules in solids, liquids, and gasses.	PME 12
6. Describe energy and the many common forms it takes.	PME 13
7. Describe how common forms of energy can be converted, one to another.	PME 14
8. Describe electron flow in simple electrical circuits.	PME 15
9. Use electrical currents to create magnetic fields.	PME 16
Content Standard 3: All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions.	
Objective	Lesson/Methodology
1. Qualitatively describe and compare motions in three dimensions.	PMO 4
2. Relate changes in speed or direction to unbalanced forces in two dimensions.	PMO 5
3. Describe the forces exerted by magnets, electrically charged objects, and gravity.	PMO 6

MIDDLE SCHOOL SCIENCE CONTENT STANDARDS

4. Design strategies for moving objects by means of the application of forces, including the use of simple machines.	PMO 7
Content Standard 4: All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy.	
Objective	Lessons/Methodology
1. Explains how sound travels through different media.	PWV 6
2. Explain how echoes occur and how they are used.	PWV 7
3. Explain how light helps us to see.	PWV 8
4. Explain how objects or media reflect, refract, transmit, or absorb light.	PWV 9
5. Describe the motion of pendulums or vibrating objects.	PWV 10
6. Explain how waves transmit energy.	PWV 11
V. USING SCIENTIFIC KNOWLEDGE FROM THE EARTH AND SPACE SCIENCES IN REAL-WORLD CONTEXTS	
Content Standard 1: All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's surface and resources.	
Objectives	Lessons/Methodologies
1. Describe and identify surface features using maps.	EG 7
2. Explain how rocks and minerals are formed.	EG 8
3. Explain how rocks and fossils are used to determine the age and geological history of the earth.	EG 9
4. Explain how rocks are broken down, how soil is formed, and how surface features change.	EG 10
5. Explain how technology changes the surface of the earth.	EG 11
Content Standard 2: All students will demonstrate where water is found on the earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere.	
Objective	Lessons/Methodologies
1. Describe various forms that water takes on the earth's surface and conditions under which they exist.	EH 5
2. Describe how rainwater in Michigan reaches the oceans.	EH 6
3. Describe the origins of pollution in the hydrosphere.	EH 7
Standard 3: All students will investigate and describe what makes up weather and how it changes from day to day, from season to season, and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere.	
Objectives	Lessons/Methodology
1. Describe the composition and characteristics of the atmosphere.	EAW 5
2. Describe patterns of changing weather and how they are measured.	EAW 6
3. Explain the water cycle and its relation to weather patterns.	EAW 7
4. Describe the health effects of polluted air.	EAW 8

Content Standard 4: The Solar System, Galaxy, and Universe. All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe	
Objective	Lessons/Methodology
1. Describe the sun, moon, and earth	ES 1
2. Describe the motions of the earth and moon around the sun	ES 2
3. Compare the earth to the other planets in terms of supporting life.	ES 3
4. Describe, compare, and explain the motions of planets, moons, and comets in the solar system.	ES 4
5. Describe and explain the common observations of the day and night skies.	ES 5
6. Explain how the solar system is formed.	ES 6

Science Objective Summaries and their Links:

EAW	Earth Science	Atmosphere and Weather	
EG	Earth Science	Geosphere	
EH	Earth Science	Hydrosphere	
ES	Earth Science	Space	
LC	Life Science	Cells	
LE	Life Science	Evolution	
LEC	Life Science	Ecosystems	
LH	Life Science	Heredity	
LO	Life Science	Living Organisms	
PCM	Physical Science	Changes in Matter	
PME	Physical Science	Matter and Energy	
PMO	Physical Science	Motion of Objects	
PWV	Physical Science	Waves (Sound, Light, Pendulae)	

RECOMMENDED SCIENCE SCHEDULE

GRADE SIX

AUG

AUG 27 LEC 6

Common patterns of relationships

SEP

Sep 4 LEC 6

Ecosystems-Common patterns of relationships

Sep 10 LEC 7

Ecosystems-Changes in a foodweb

Sep 17 LEC 8

Ecosystems-Energy from the sun; *First Report Due on LEC 12*

Sep 24 LEC 9

Ecosystems-Succession

OCT

Oct 1 LEC 10

Ecosystems-Materials Cycling; *Second Report Due on LEC 11*

Oct 8 PWV 6

Sound-Sound traveling through different material

Oct 15 PWV 7

Sound-Echoes

Oct 22 PWV 10 with TOPS

Pendulum Motion

Oct 29 PWV 10 with TOPS

Pendulum

NOV

Nov 5 PWV 8

Light

Nov 12 PWV 9

Light

Nov 19

Science Readings

Nov 26 PME 13

Energy

DEC

Dec 3 PME 14

Energy

Dec 10

Catch-up

Dec 17

*Independent Written report due for PWV 11*JAN

Jan 3 PME 11

Atoms and Molecules

Jan 7 PME 12 PCM 4 PCM 8

Physical Changes

Jan 14 PME 12 PCM 4 PCM 8

Physical Changes

Jan 21 PME 10 PCM 5 PCM 6

Chemical Changes; *Fourth Report Due on PCM 7*

Jan 28 PME 15

Electricity

FEB

Feb 4 PME 16

Electromagnetism; *Electricity Project Due*

Feb 11

Science Reading and Writing for Content

Feb 18 LH 2

Heredity

Feb 25 LH 3

Heredity

MAR

Mar 4 LC 2

Cells-Single cell and multicell

Mar 11 LC 3

Cells-Specialized cell

Mar 18 LC 4

Cells-Use of energy

Mar 25 LH 3

*Report on LE 3 due*APRIL

April 8 LO 9

Overview of Body systems

April 15 LO 9

Overview of Body Systems

April 22 LO 6

Classifying Organisms

April 29 LO 7

Plant Life Cycle

MAY

May 6	LO 8	Plants Make Food: <i>LO 9 Report Due</i>
May 13	PMO 7	Machines and Forces Overview
May 20	PMO 4	Projectile Motion
May 27	PMO 5	Forces Change Speed

JUNE

June 3	PMO 6	Forces: <i>Machines/Forces Project Due PMO 7</i>
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This schedule assumes that science is being taught 5 hours per week, an average of 1 week per objective. Five objectives will be met by making reports that will be researched and written independently. One objective will be met by a project built independently:

Reports:	PCM 7, LEC 11	Can be same report
	LE 3	
	LO 9	
	LEC 12	
	PWV 11	
Projects:	PMO 7	
	PME 15 or PME 16	
Process Skills:	PME 8	(Integrated with curriculum)
	PME 9	

It is recommended that a small test be given weekly (for each objective), a part of which is an explanatory essay with sketches, and another part that is typical multiple choice.

The Teaching of Origins National Heritage Academies

National Heritage Academies recognizes that the teaching of origins is a topic that generates passionate debate because it touches deeply at the core of many people's strongly held beliefs. In no way does NHA seek to undermine the beliefs held by each family unit within our schools. Rather, we support the parents' rights to instruct their children on these topics.

At the same time, National Heritage Academies is required to teach according to state standards. NHA is committed to teaching the state's educational objectives in each state in which we are granted a charter. To that end, NHA has a system of objectives called NHAGOSE Standards (National Heritage Academies Goals of Science Education) that are based on Michigan state standards and have been expanded to include those of other states as well as the Core Knowledge Sequence. These NHAGOSE Standards have been approved state by state with our charters as meeting or exceeding state standards.

In teaching science at the elementary and middle school levels, NHA is committed to four teaching strategies. These are:

1. teaching basic facts;
2. teaching science skills (making graphs and tables, measuring, etc.);
3. teaching science models and their limitations;
4. teaching thinking skills to combine all the above into a coherent view of the universe.

The Core Knowledge Sequence focuses on points one and two above. Different state standards are blends of the four areas. Our NHAGOSE Standards have been written to implement these ideas in a way that covers all domains of science in age-appropriate ways.

Objective Standards

The attached appendices are a complete description of the three objectives related to evolution. The summarized objectives are:

- LE 1 - Explain how fossils provide evidence about the nature of ancient life.
- LE 2 - Explain how physical and/or behavioral characteristics of organisms help them to survive in their environments.
- LE 3 - Describe how biologists might trace possible evolutionary relationships among present and past life forms.

Note: LE 1 and LE 2 are elementary objectives and LE 3 is a middle school objective.

Philosophies, Ideology and Religion

It is required that all National Heritage Academies' schools teach science. The teaching of science necessitates teaching to objectives. In the process of teaching these objectives, we:

- teach basic facts;
- teach science skills (make graphs and tables, measurement...);
- teach science models and their limitations;
- teach thinking skills to combine all the above into a coherent view of the universe.

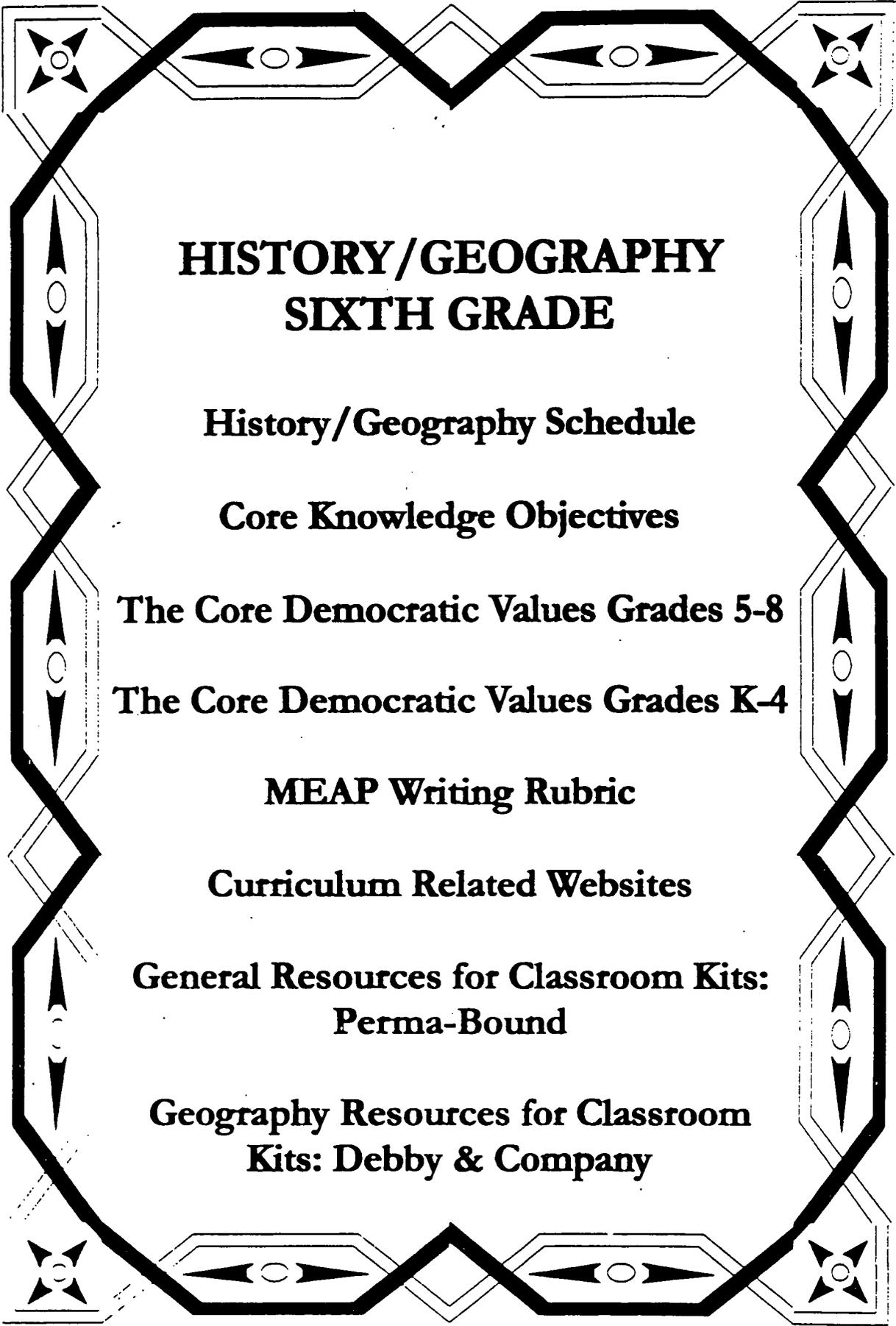
We do not teach any particular philosophy, ideology and/or religion that are not stated in our objectives.

We do not teach ideology or naturalistic religion. To the extent that evolution is concerned with fossils (and deductions from them), adaptations of plants and animals to environments, we teach these as testable, observable domains in which we legitimately practice scientific inquiry. In LE 3 we recognize evolution to be a working tool of the life sciences, which all students, regardless of their belief structures, should understand. Note that this objective does not insist that all biologists are evolutionists, mandate that evolutionary relationships are facts and laws like Newtonian Mechanics, or require that anyone believe the evolutionary relationships. The objective does require that we teach all students to understand how some biologists have reached certain conclusions.

Each of the listed objectives is tied in our curriculum to a related body of knowledge. LE 1 is tied to geology and is integrated with geology units. LE 2 is tied to the study of living organisms, their character and diversity. LE 3 is taught with units on cell biology and heredity. The result is that we are teaching science, of which these objectives are a part.

We do not teach creationism or scientific creationism. We do not have any labeled objectives for creationism. There are matters on which some scientific creationists will focus such as erosion (dealt with in EG 4, EG 10, EH 2 and EH 6) or density (PME 8). These topics are taught, but as issues of science, not as issues of creationism.

In all of our teaching, we are helping students both develop and critique models of the universe, recognizing that models have value in helping us to think, plan, and make conclusions. We also seek to help students recognize that models are simplifications of reality and are thus always subject to the limitations of our finite minds.



HISTORY/GEOGRAPHY SIXTH GRADE

History/Geography Schedule

Core Knowledge Objectives

The Core Democratic Values Grades 5-8

The Core Democratic Values Grades K-4

MEAP Writing Rubric

Curriculum Related Websites

**General Resources for Classroom Kits:
Perma-Bound**

**Geography Resources for Classroom
Kits: Debby & Company**

History/Geography - Recommended Schedule Grade 6 – First Semester

<u>Month</u>	<u>Unit</u>
<u>August</u>	World Geography (Spatial Sense)
<u>September</u>	
Week 1	
Week 2	(Great Deserts of the World)
Week 3	Lasting Ideas From Ancient Civilizations (Ancient Greece)
Week 4	
<u>October</u>	
Week 5	
Week 6	(Ancient Rome)
Week 7	
Week 8	
<u>November</u>	
Week 9	The Enlightenment
Week 10	French Revolution
Week 11	Romanticism
Week 12	
<u>December</u>	
Week 13	Lasting Ideas From Ancient Civilizations (Judaism and Christianity)
Week 14	World Religions
Week 15	
<u>January</u>	
Week 16	Latin American Independence Movements (History)
Week 17	
Week 18	(Geography of Latin America)
Week 19	

**History/Geography - Recommended Schedule
Grade 6 – Second Semester
Include Geography in the Study of Major topics**

February**Week 20****Week 21****Week 22****Week 23**

Industrialism, Capitalism, Socialism (The Industrial Revolution;
Capitalism; Socialism)

March**Week 24****Week 25****Week 26****Week 27**

Immigration, Industrialization, and Urbanization (Immigration)

April**Week 28****Week 29****Week 30****Week 31**

Spring Break
(Industrialization and Urbanization)

May**Week 32****Week 33****Week 34****Week 35**

Reform

June**Week 36**

History and Geography: Grade 6

WORLD HISTORY AND GEOGRAPHY

I. World Geography

A. SPATIAL SENSE (working with maps, globes, and other geographic tools)

- Continents and major oceans
- How to read maps and globes using longitude and latitude, coordinates, degrees
- Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature
- Climate zones: Arctic, Tropic, Temperate
- Time zones (review from grade 4): Prime Meridian (0 degrees); Greenwich England; 180° Line (International Date Line)
- Arctic Circle (imaginary lines and boundaries) and Antarctic Circle

B. GREAT DESERTS OF THE WORLD

- What is a desert? How and cold deserts
- Major deserts in
 - Africa: Sahara, Kalahari
 - Australia: a mostly desert continent
 - Asia: Gobi; much of Arabian Peninsula
 - North America: Mojave, Chihuahuan, Sonoran
 - South America: Patagonia

II. Lasting Ideas from Ancient Civilizations

A. JUDAISM AND CHRISTIANITY

- Basic ideas in common
 - The nature of God and of humanity
 - Hebrew Bible and Old Testament of Christian Bible
- Judaism: central ideas and moral teachings
 - Torah, monotheism
 - The idea of a “covenant” between God and man
 - Concepts of law, justice, and social responsibility: the Ten Commandments
- Christianity: central ideas and moral teachings
 - New Testament
 - The Sermon on the Mount and the two “great commandments” (Matthew 22:37-40)
- Geography of the Middle East
 - Birthplace of major world religions: Judaism, Christianity, Islam
 - Anatolian Peninsula, Arabian Peninsula
 - Mesopotamia, Tigris and Euphrates Rivers
 - Atlas Mountains, Taurus Mountains
 - Mediterranean Sea, Red Sea, Black Sea, Arabian Sea, Persian Gulf
 - The “silk road”
 - Climate and terrain: vast deserts (Sahara, Arabian)

B. ANCIENT GREECE

- The Greek polis (city-state) and patriotism
- Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women)
 - The Assembly
 - Suffrage, majority vote
- The “classical” ideal of human life and works
 - The ideal of the well-rounded individual and worthy citizen
 - Pericles and the “Golden Age”
 - Architecture: the Parthenon
 - Games: The Olympics
- Greek wars: victory and hubris, defeat and shame
 - Persian Wars: Marathon, Thermopylae, Salamis
 - The Peloponnesian War: Sparta defeats Athens
- Socrates and Plato
 - Socrates was Plato’s teacher; we know of him through Plato’s writings
 - For Socrates, wisdom is knowing that you do not know
 - The trial of Socrates
- Plato and Aristotle
 - Plato was Aristotle’s teacher
 - They agreed that reason and philosophy should rule our lives, not emotion and rhetoric
 - They disagreed about where true “reality” is: Plato says it is beyond physical things in ideas (cf. the “allegory of the cave”); Aristotle says reality is only in physical things
- Alexander the Great and the spread of Greek (“Hellenistic”) culture: the library at Alexandria

C. ANCIENT ROME

- The Roman Republic
 - Builds upon Greek and classical ideals
 - Class and status: patricians and plebeians, slaves
 - Roman government: consuls, tribunes, and senators
- The Punic Wars: Rome vs. Carthage
- Julius Caesar
- Augustus Caesar
 - Pax Romana
 - Roman law and the administration of a vast, diverse empire
 - Virgil, *The Aeneid*: epic on the legendary origins of Rome
- Christianity under the Roman Empire
 - Jesus's instruction to "Render unto Caesar the things which are Caesar's, and unto God the things that are God's."
(Matthew 22:21)
 - Roman persecution of Christians
 - Constantine: first Christian Roman emperor
- The "decline and fall" of the Roman Empire
 - Causes debated by historians for many hundreds of years (outer forces such as shrinking trade, attacks and invasions vs. inner forces such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors)
 - Rome's "decline and fall" perceived as an "object lesson" for later generations and societies

III. The Enlightenment

- Faith in science and human reason, as exemplified by
 - Isaac Newton and the laws of nature
 - Descartes: "cogito ergo sum"
- Two ideas of "human nature": Thomas Hobbes and John Locke
 - Hobbes: the need for a strong governing authority as a check on "the condition of man . . . [which] is a condition of war of everyone against everyone"
 - Locke: the idea of man as a "tabula rasa" and the optimistic belief in education; argues against doctrine of divine right of kings and for government by consent of the governed
- Influence of the Enlightenment on the beginnings of the United States
 - Thomas Jefferson: the idea of "natural rights" in the Declaration of Independence
 - Montesquieu and the idea of separation of powers in government

IV. The French Revolution

- The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France
- The American Revolution: the French alliance and its effect on both sides
- The Old Regime in France (*L'Ancien Regime*)
 - The social classes: the three Estates
 - Louis XIV, the "Sun King": Versailles
 - Louis XV: "*Après moi, le déluge*"
 - Louis XVI: the end of the Old Regime
 - Maria Antoinette: the famous legend of "Let them eat cake"
- 1789: from the Three Estates to the National Assembly
 - July 14, Bastille Day
 - Declaration of the Rights of Man
 - October 5, Women's March on Versailles
 - "Liberty, Equality, Fraternity"
- Louis XVI and Marie Antoinette to the guillotine
- Reign of Terror: Robespierre, the Jacobins, and the "Committee of Public Safety"
- Revolutionary arts and the new classicism
- Napoleon Bonaparte and the First French Empire
 - Napoleon as military genius
 - Crowned Emperor Napoleon I: reinventing the Roman Empire
 - The invasion of Russia
 - Exile to Elba
 - Wellington and Waterloo

V. Romanticism

- Beginning in early nineteenth century Europe, Romanticism refers to the cultural movement characterized by:
 - The rejection of classicism and classical values
 - An emphasis instead on emotion and imagination (instead of reason)
 - An emphasis on nature and the private self (instead of society and man in society)
- The influence of Jean-Jacques Rousseau's celebration of man in a state of nature (as opposed to man in society): "Man is born free and everywhere he is in chains"; the idea of the "noble savage"
- Romanticism in literature, the visual arts, and music

VI. Industrialism, Capitalism, and Socialism

A. THE INDUSTRIAL REVOLUTION

- Beginnings in Great Britain
 - Revolution in transportation: canals, railroads, new highways
 - Steam power: James Watt
- Revolution in textiles: Eli Whitney and the cotton gin, factory production
- Iron and steel mills
- The early factory system
 - Families move from farm villages to factory towns
 - Unsafe, oppressive working conditions in mills and mines
 - Women and child laborers
 - Low wages, poverty, slums, disease in factory towns
 - Violent resistance: Luddites

B. CAPITALISM

- Adam Smith and the idea of laissez faire vs. government intervention in economic and social matters
- Law of supply and demand
- Growing gaps between social classes: Disraeli's image of "two nations" (the rich and the poor)

C. SOCIALISM

- An idea that took many forms, all of which had in common their attempt to offer an alternative to capitalism
 - For the public ownership of large industries, transport, banks, etc., and the more equal distribution of wealth
- Marxism: the Communist form of Socialism
 - Karl Marx and Friedrich Engels, *The Communist Manifesto*:
"Workers of the world, unite!"
 - Class struggle: bourgeoisie and proletariat
 - Communists, in contrast to Socialists, opposed all forms of private property

VII. Latin American Independence Movements

A. HISTORY

- The name “Latin America” comes from the Latin origin of the languages now most widely spoken (Spanish and Portuguese)
- Haitian revolution
 - Toussaint L'Ouverture
 - Abolition of West Indian slavery
- Mexican revolutions
 - Miguel Hidalgo
 - José María Morelos
 - Santa Anna vs. the United States
 - Benito Juárez
 - Pancho Villa, Emiliano Zapata
- Liberators
 - Simon Bolivar
 - José de San Martín
 - Bernardo O'Higgins
- New nations in Central America: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua
- Brazilian independence from Portugal

B. GEOGRAPHY OF LATIN AMERICA

- Mexico: Yucatan Peninsula, Mexico City
- Panama: isthmus, Panama Canal
- Central America and South America: locate major cities and countries including
 - Caracas (Venezuela)
 - Bogota (Columbia)
 - Quito (Ecuador)
 - Lima (Peru)
 - Santiago (Chile)
 - La Paz (Bolivia)
- Andes Mountains
- Brazil: largest country in South America, rain forests, Rio de Janeiro, Amazon River
- Argentina: Rio de la Plata, Buenos Aires, Pampas

AMERICAN HISTORY AND GEOGRAPHY

I. Immigration, Industrialization, and Urbanization

A. IMMIGRATION

- Waves of new immigrants from about 1830 onward
 - Great migrations from Ireland (potato famine) and Germany
 - From about 1880 on, many immigrants arrive from southern and eastern Europe
 - Immigrants from Asian countries, especially China
 - Ellis Island, "The New Colossus" (poem on the Statue of Liberty, written by Emma Lazarus)
 - Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
- The tension between ideals and realities
 - The metaphor of America as "melting pot"
 - America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism"
 - Resistance to Catholics and Jews
 - Chinese Exclusion Act

B. INDUSTRIALIZATION AND URBANIZATION

- The post-Civil War industrial boom
 - The "Gilded Age"
 - The growing gap between social classes
 - Horatio Alger and the "rags to riches" story
 - Growth of industrial cities: Chicago, Cleveland, Pittsburgh
 - Many thousands of African-Americans move north
 - Urban corruption, "machine" politics: "Boss" Tweed in New York City, Tammany Hall
- The condition of labor
 - Factory conditions: "sweat shops," long work hours, low wages, women and child laborers
 - Unions: American Federation of Labor, Samuel Gompers
 - Strikes and retaliation: Haymarket Square; Homestead, Pennsylvania
 - Labor Day
- The growing influence of big business: industrialists and capitalists
 - "Captains of industry" and "robber barons": Andrew Carnegie, J.P. Morgan, Cornelius Vanderbilt
 - John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts
 - Capitalists as philanthropists (funding museums, libraries, universities, etc.)
- "Free enterprise" vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies

II. Reform

- Populism
 - Discontent and unrest among farmers
 - The gold standard vs. “free silver”
 - William Jennings Bryan
- The Progressive Era
 - “Muckraking”: Ida Tarbell on the Standard Oil Company; Upton Sinclair, *The Jungle*, on the meat packing industry
 - Jane Addams: settlement houses
 - Jacob Riis, *How the Other Half Lives*: tenements and ghettos in the modern city
 - President Theodore (Teddy) Roosevelt: conservation and trust-busting
- Reform for African Americans
 - Ida B. Wells: campaign against lynching
 - Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”
 - W.E.B. DuBois: founding of the NAACP, “The problem of the twentieth century is the problem of the color line,”
The Souls of Black Folk
- Women’s suffrage
 - Susan B. Anthony
 - Nineteenth Amendment (1920)
- The Socialist critique of America: Eugene V. Debs



The Core Democratic Values (Grades 5-8)

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are brief definitions of some core democratic values.

Common good: People should work together for the good of all. The government should make laws that are good for everyone.

Justice: All people should be treated fairly in getting the advantages and disadvantages of our country. No group or person should be favored.

Liberty: Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, and the right to have any lawful job or business.

Popular sovereignty: The power of the government comes from the people.

Life: Each person has the right to the protection of their life.

Equality: Everyone should get the same treatment regardless of where your parents or grandparents were born, your race or religion, or how much money you have. All people have political, social and economic equality.

Diversity: Differences in language, dress, food, where parents or grandparents were born, race, and religion are not only allowed but accepted as important.

Pursuit of happiness: Each person can find happiness in their own way, so long as they do not step on the rights of others.

Truth: The government and citizens should not lie.

Patriotism: A devotion to our country and the core democratic values in word and deed.

Rule of law: Both the government and the people must obey the law.

ALL STATES



The Core Democratic Values (Kindergarten – Grade 4)

The core democratic values are the ideas in which Americans believe. We do not look the same. We like different things. We each think differently. There are some ways that we are the same. We believe in telling the truth. We believe in treating people fairly. To be good citizens we must practice these values each day at home and school.

Our Core Democratic Values: Elementary Definitions

Teaching our core democratic values in kindergarten through grade 4 can be fun for students and easily integrated into your daily interactions with students. These simpler definitions are appropriate for younger students, *but please check your understanding of them by reading the definitions used in grades 5 through 8 (see next page)*. Your complete understanding will assure that your teaching will assist the teachers in the upper grades and eliminate misunderstandings by your students.

Common good: Help others at home and school

Justice: Take turns and be fair to others

Liberty: Follow your beliefs and let others follow theirs

Popular sovereignty: Majority rules

Life: Rules keep you safe, follow them

Equality: Give everyone an equal chance

Diversity: Work and play with everyone

Pursuit of happiness: Have fun but follow the rules at home and school

Truth: Tell the truth

Patriotism: Use the core democratic values and home and school

Rule of law: Rules are made for everyone to follow

ALL STATES

Holistic Feature Scoring of Civic Writing: Grades 5 and 8

(Future Reference for MEAP Assessment-Students should understand and begin to practice writing using these rubric guidelines at the fourth grade level)

Points	Description
4	<p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated position on the issue and support for that position <ul style="list-style-type: none"> - Students should use words such as support/oppose, for/against, agree/disagree, or should/should not - Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide the issue • Provide at least one supporting point that is based on the Core Democratic Values of American constitutional democracy <ul style="list-style-type: none"> - Do not accept if this support contradicts state position • Provide at least one piece of accurate, important, and relevant supporting social studies information that comes from the student's prior knowledge of civics, economics, geography, or history (Information other than that supplied by the Data Section or a Core Democratic Value) <ul style="list-style-type: none"> - Do not accept feelings or opinions for this element - Do not accept if this support contradicts stated position • Provide at least one piece of accurate, valid, and relevant supporting information from the Data Section <ul style="list-style-type: none"> - Do not accept if this support contradicts stated position - Data interpretations must be more right than wrong
3	<p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated and supported position on the issue • Provide at least one supporting point that is based on Core Democratic Values • Contain at least one of the remaining two elements
2	<p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly state and supported position on the issue • Contain at least one of the three remaining elements
1	<p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> • Give a clearly stated and supported position on the issue
0	<p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p>

Note: The supporting points used by students must be explained in enough detail to show a clear connection to the position taken.

Michigan Department of Education

<http://www.mde.state.mi.us/>

MEAP Released Items

<http://www.meritaward.state.mi.us/merit/meap/questions/index.htm>

Michigan Curriculum Framework

<http://cdp.mde.state.mi.us>

Social Studies Assessment Models

(in Acrobat 3.0)

<http://cdp.mde.state.mi.us/Assessment/model5.pdf>

<http://cdp.mde.state.mi.us/Assessment/model8.pdf>

<http://cdp.mde.state.mi.us/Assessment/model11.pdf>

Authentic Assessment of Social Studies

http://cdp.mde.state.mi.us/SocialStudies/MI_Auth.AssmtMan.pdf

Bruce = bbrousseau@ed.mde.state.mi.us

Karen = ktodorov@cdp.mde.state.mi.us

GENERAL RESOURCES FOR CLASSROOM KITS

Perma-Bound Books

*Denotes suitability for ordering for students in classroom sets... at student readability levels

GRADE 6

WORLD HISTORY & GEOGRAPHY: World Geography - Spatial Sense

6	15983 Antarctica	\$28.35
6	17222 Arctic & Antarctic	\$22.95
6	33204 Black Whiteness: Admiral Byrd Alone In the Antarctic	\$19.95
6	84888 Earth: The Making Of A Planet	\$18.90
6	150555 Ice Story: Shackleton's Lost Expedition	\$21.95
6	170032 Kid's Almanac Of Geography	\$43.90
6	171753 Kingfisher Young People's Book Of Oceans	\$25.90
6	202442 Most Beautiful Roof In The World: Exploring The Rainforest Canopy	\$14.65
6	213738 New York Public Library Incredible Earth: A Book Of Answers For Kids	\$18.60
6	219102 Oceans	\$12.60
6	219112 Oceans	\$11.60
6	219125 Oceans	\$26.85
6	219107 Oceans Atlas	\$23.90
6	231697 People Of The Ice And Snow	\$23.90
6	238449 Polar Expedition: Journeys To The Arctic And The Antarctic	\$18.90
6	248536 Race For The South Pole: The Antarctic Challenge	\$17.90
6	248666 Rain Forests: Tropical Treasures	\$17.90
6	321997 Weather	\$12.60
6	322005 Weather & Climate	\$22.90
6	322003 Weather and Climate	\$27.85
6	322560 Welcome To The Ice House	\$19.94

WORLD HISTORY & GEOGRAPHY: Great Deserts of the World

6	20489 Australia	\$27.35
6	73945 Desert	\$19.90
6	223110 One Day In The Desert	\$9.90
6	235918 Plants Of The Desert	\$15.90
6	259251 Sahara And Its People	\$12.60
6	260121 Sand And Fog: Adventures In Southern Africa	\$12.60

WORLD HISTORY & GEOGRAPHY: Lasting Ideas From Ancient Civilizations

6	27106 *Beliefs And Believers	\$21.21
6	126960 Greeks	\$20.60
6	256999 Romans	\$20.60

WORLD HISTORY & GEOGRAPHY: Lasting Ideas From Ancient Civilizations - Judaism and Christianity

6	128238 Growing Up: From Child To Adult	\$19.90
6	151051 If I Forget Thee, O Jerusalem	\$21.94
6	158653 Islamic World: Beliefs And Civilizations, 600-1600	\$20.60
6	165320 Journey's End: Death And Mourning	\$19.90
6	165330 Journey With Elijah: Eight Tales Of The Prophet	\$23.95
6	190690 March Of Islam: A.D. 600-800	\$23.90
6	204513 Muhammad Of Mecca: Prophet Of Islam	\$12.60
6	212339 New Beginnings: Celebrating Birth	\$19.90
6	250698 Red Sea And The Arabian Gulf	\$28.21
6	271166 Silk Route: 7,000 Miles Of History	\$12.60
6	276289 Soaring Spirit: 600-400 B.C.	\$23.90

WORLD HISTORY & GEOGRAPHY: Ideas From Ancient Civilizations: Ancient Greece

6	7006 Alexander The Great	\$18.90
6	13251 Ancient Greece	\$19.95
6	13253 Ancient Greece	\$19.90
6	13256 Ancient Greece	\$20.90
6	13254 Ancient Greece (Original Hardcover Binding)	\$19.99
6	13250 Ancient Greece!: 40 Hands-On Activities To Experience This Wondrous Age	\$16.60
6	13265 Ancient Greek Olympics	\$20.90
6	13260 Ancient Greeks	\$12.65
6	17491 Aristotle And Scientific Thought	\$15.90
6	20299 Atlas Of The Classical World	\$23.90
6	35700 D'Aulaire's Book Of Greek Myths	\$24.45
6	68563 Dateline: Troy	\$20.94
6	126925 Greek News	\$19.94
6	130372 Handbook To Life In Ancient Greece	\$24.60
6	146332 How Would You Survive As An Ancient Greek?	\$13.60
6	227940 Oxford First Ancient History	\$28.60
6	185290 Simon & Schuster Book Of Greek Gods And Heroes	\$21.95
6	285522 Story Of Philosophy	\$33.90
6	297654 Thinkers	\$21.21

WORLD HISTORY & GEOGRAPHY: The Enlightenment

6	158373 Isaac Newton And Gravity	\$17.60
6	158376 Isaac Newton: The Greatest Scientist Of All Time	\$24.90

WORLD HISTORY & GEOGRAPHY: The French Revolution

6	62583 Countdown To Independence: A Revolution Of Ideas In England And Her American Colonies: 1760-1776	\$30.90
6	158370 Isaac Newton And The Scientific Revolution	\$17.60
6	209871 Napoleon Bonaparte	\$21.91
6	252304 Revolutionary France: Liberty, Tyranny And Terror	\$18.60
6	255178 Robespierre And The French Revolution In World History	\$23.90
6	329379 Why Not, Lafayette?	\$20.94
6	331154 Winds Of Revolution: A.D. 1700-1800	\$23.90

WORLD HISTORY & GEOGRAPHY: Industrialism, Capitalism, and Socialism

6	131101 Hard Times	\$10.60
6	156098 Industrial Britain: The Workshop Of The World	\$19.60
6	156095 Industrial Revolution (Opposing Viewpoints)	\$21.85
6	156096 Industrial Revolution In American History	\$23.90
6	156100 Industrial Revolution (Original Publisher's Binding)	\$20.00
6	156120 Industry And Business	\$22.90
6	156098 Industrial Britain: The Workshop Of The World	\$19.60

WORLD HISTORY & GEOGRAPHY: Latin American Independence Movements

6	164574 Jose De San Martin: Latin America's Quiet Hero	\$23.85
6	271793 Simon Bolivar: Latin American Liberator	\$13.60
6	5950 Age Of Extremes (2nd Edition)	\$19.60

WORLD HISTORY & GEOGRAPHY: Latin American Independence Movements - History

6	65074	Crisis In Haiti	\$20.35
6	129588	Haiti (Original Publisher's Binding)	\$32.00
6	164574	Jose De San Martin: Latin America's Quiet Hero	\$23.85
6	164576	Jose Marti: Cuban Patriot And Poet	\$23.90
6	164580	Jose Marti: Man Of Poetry, Soldier Of Freedom	\$23.85
6	229015	Pancho Villa	\$18.60
6	271793	Simon Bolivar: Latin American Liberator	\$13.60
6	271700	Simon Bolivar: South American Liberator	\$24.90
6	304725	Toussaint L'Ouverture: The Fight For Haiti's Freedom	\$19.95
6	322566	Welcome To Mexico	\$26.55

WORLD HISTORY & GEOGRAPHY: Geography of Latin America

6	9240	Amazon: A Young Reader's Look At The Last Frontier	\$15.60
6	17472	Argentina (Original Publisher's Binding)	\$32.00
6	39273	Brazil	\$28.21
6	39277	Brazil	\$29.21
6	41018	Buenos Aires (Original Publisher's Binding)	\$26.00
6	46285	Caribbean And Its People	\$28.21
6	52254	Chile (Original Publisher's Binding)	\$32.00
6	62204	Costa Rica (Cultures Of The World) (Original Publisher's Binding)	\$35.64
6	79844	Dominican Republic (Original Publisher's Binding)	\$33.00
6	85728	Ecuador (Cultures Of The World) (Original Publisher's Binding)	\$35.64
6	85726	Ecuador (Major World Nations)	\$16.90
6	85725	Ecuador (Original Publisher's Binding)	\$33.00
6	139030	Honduras (Major World Nations)	\$17.90
6	196096	Mexico: The Culture	\$13.60
6	196098	Mexico: The People	\$13.60
6	232824	Peru	\$22.55
6	232823	Peru (Cultures Of The World) (Original Publisher's Binding)	\$35.64
6	232929	Peru (Original Publisher's Binding)	\$32.00
6	215558	Puerto Rico	\$22.55

AMERICAN HISTORY & GEOGRAPHY: General Resources

6	307503	Turn Of The Century: Our Nation One Hundred Years Ago	\$20.94
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AMERICAN HISTORY & GEOGRAPHY: Immigration

6	151210	If Your Name Was Changed At Ellis Island	\$11.64
6	152114	Immigrant Kids	\$12.64
6	57900	Coming To America: A New Life In A New Land	\$11.60
6	88642	Ellis Island: New Hope In A New Land	\$20.95
6	123968	Great Migrations: 1880s-1912	\$12.60
6	296950	They Sought A New World	\$15.60

AMERICAN HISTORY & GEOGRAPHY: Industrialization and Urbanization

6	170039	Kids At Work: Lewis Hine And The Crusade Against Child Labor	\$15.60
6	51536	Child Slavery In Modern Times	\$14.60
6	110087	Free The Children: A Young Man Fights Against Child Labor And Proves That Children Can Change The World	\$16.95
6	156098	Industrial Britain: The Workshop Of The World	\$19.60
6	156120	Industry And Business	\$22.90
6	170039	Kids At Work: Lewis Hine And The Crusade Against Child Labor	\$15.60

AMERICAN HISTORY & GEOGRAPHY: Reform

6	41750 Bully For You, Teddy Roosevelt!	\$11.64
6	150722 Ida B. Wells-Barnett And The Antilynching Crusade	\$13.60
6	230984 Peace And Bread: The Story Of Jane Addams	\$19.90
6	36412 Story of Booker T. Washington (Original Publisher's Binding)	\$20.00
6	317400 Votes For Women	\$18.60
6	317714 W.E.B. DuBois And Racial Relations	\$10.60
6	213739 New York Public Library Amazing African American History: A Book Of Answers For Kids	\$18.60
6	215632 Nineteenth Amendment	\$24.90
6	253666 Rights Of Women And Girls	\$14.64
6	290678 Susan B. Anthony	\$18.60
6	317713 W.E.B. Du Bois: Champion Of Civil Rights	\$23.90
6	317712 W.E.B. DuBois	\$28.16
6	337583 You Want Women To Vote, Lizzie Stanton?	\$11.64

GENERAL RESOURCES: WORLD HISTORY & GEOGRAPHY

GR	272985 16th Century Mosque	\$22.90
GR	13223 Ancient China (Original Publisher's Binding)	\$19.99
GR	13235 Ancient Egypt (Original Hardcover Binding)	\$19.99
GR	13254 Ancient Greece (Original Hardcover Binding)	\$19.99
GR	13462 Ancient Rome (Original Hardcover Binding)	\$19.99
GR	20940 Aztecs (Original Publisher's Binding)	\$19.99
GR	51987 *Children's Atlas Of Civilizations	\$20.60
GR	87025 Egyptian Pyramid	\$16.60
GR	111319 Frontier Fort On The Oregon Trail	\$16.60
GR	114860 *Geography From A To Z: A Picture Glossary	\$12.60
GR	126935 Greek Temple	\$22.90
GR	153663 Incas (Original Publisher's Binding)	\$16.99
GR	171644 Kingfisher Book Of The Ancient World	\$19.90
GR	190553 Maps And Globes	\$12.60
GR	193890 Medieval Castle	\$16.60
GR	193900 Medieval Knights (Original Publisher's Binding)	\$17.99
GR	196285 Middle Ages (Original Hardcover Binding)	\$19.99
GR	213280 New Puffin Children's World Atlas: An Introductory Atlas For Young People	\$12.64
GR	251555 Renaissance (Original Publisher's Binding)	\$19.99
GR	256966 Roman Fort	\$22.90
GR	268538 Shakespeare's Theater	\$22.90
GR	289266 Submarines & Ships (Original Publisher's Binding)	\$17.99
GR	316698 *Visual Dictionary Of The Earth	\$22.90
GR	334440 Wonders Of The World	\$13.60
GR	335636 World War Two Submarine	\$22.90
GR	337740 Young People's Atlas Of The United States	\$25.90

GENERAL RESOURCES: AMERICAN HISTORY & GEOGRAPHY

GR 12092	American Reader: Words That Moved A Nation	\$25.65
GR 40916	Buck Stops Here: The Presidents Of The United States	\$15.65
GR 050816	Cherokees: A First Americans Book	\$20.90
GR 050869	Cheyennes: A First Americans Book	\$19.90
GR 57029	Colony Of Fear	\$14.15
GR 71200	Debt	\$14.15
GR 89522	*Encyclopedia Of Native America	\$28.95
GR 107462	Fortune In Men's Eyes	\$14.15
GR 111279	From Sea To Shining Sea	\$33.90
GR 130356	Hand In Hand: An American History Through Poetry	\$23.95
GR 139335	Hopis: A First Americans Book	\$20.90
GR 157907	Iroquois: A First Americans Book	\$20.90
GR 192852	Matter Of Pride	\$14.60
GR 210852	Navajos	\$20.90
GR 272368	Sioux	\$20.90
GR 281069	Splendid Little War	\$13.60
GR 295635	Test Of Loyalty	\$13.60
GR 309205	Two Kinds Of Patriots	\$14.15

GEOGRAPHY RESOURCES FOR CLASSROOM KITS

Debby & Company

GRADE SIX (All supplies, except (#), should be ordered for each classroom at this grade level.

(#) Denotes a resource which may be shared by all teachers at this grade level.)

(* Denotes suitability for ordering for students in classroom sets...at student readability levels.)

Order #	Description	Price
MCG-156-X	*World (Grade 6) McGraw-Hill/Spectrum Series... Geography	\$7.95
IF8554	(#) Blank Map Outlines	\$9.99
IF5193	(#) Map Skills (Basic Skills Series) Grade 6	\$5.99
CD-3092	World Map - Labeled (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
CD-3093	World Map - Blank (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
CD-3090	U.S. Map - Labeled (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
CD-3091	U.S. Map - Blank (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
T-1088	World Map (Wipe-Off Map)	\$2.99
T-1087	United States Map (Wipe-Off Map)	\$2.99
T-593	Regular Wipe-Off Crayons (8 colors)	\$1.79
FS-37033	The Continents Charts	\$7.95
McP111	Map and Globe Skills Teaching Posters	\$7.95
UM-FR227	*World Atlas	\$3.95
EI-3311	*U.S. Discovery Atlas (Giant Atlases)	\$9.95
BH-95224	Reading Maps & Graphs (Geography Flip-Overs)	\$6.75
BH-95223	World Geography (Geography Flip-Overs)	\$6.75
Scpb 341723	(#) Everything You Need to Know About Geography Homework	\$8.95
FS10622	(#) Geography For Everyday	\$9.95
IF8751	(#) U.S. & World Map Skills	\$10.99
IF8201	Comprehensive World Reference Guide	\$22.99
IF87031	(#) Symbols of a Great Nation	\$10.99

SPECIAL EDUCATION

**The Policy
The Individual Education Plan (IEP)
Role of the Special Education
Building Coordinator
The Child Study Team
Evaluations
Inclusion of Students with Disabilities
Parent Participation
Individuals with Disabilities Education
Act (IDEA)**



Special Education

The Policy

It is the policy of the National Heritage Academies to provide special education services within each academy. All students with special needs have the right to a quality education appropriate to their needs, abilities and interest. It is the goal of the special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan (IEP)

All National Heritage Academies campuses comply with all federal and state legal requirements that every student identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are scanned to identify current IEPs from previous schools attended. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of the Special Education Building Coordinator

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs
- Provide direct instruction to individuals or groups of students in the classroom as well as in the Resource Room setting
- Administer formal and informal educational assessments
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies
- Facilitate effective communication with students, parents, teachers, administration, special education support staff and community based agencies
- Share up-to-date professional information regarding special education
- Receive referrals directed to the Child Study Team
- Coordinate and lead Child Study Team meetings

Special Education Personnel

All special education teachers have the proper certification. Our ancillary staff consists of speech and language pathologists, social workers, psychologists, and occupational therapists.

The Child Study Team

The Child Study Team (CST) is a committee of school personnel set up by the principal to ensure ongoing and effective support for classroom teachers and students. The special education teacher co-chairs the school's team in cooperation with the building administrator. The team provides a forum to discuss students' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness and understanding of the issues affecting the student. The team acts as a pre-referral intervention-planning group for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the team may refer a student for a formal assessment for special education. Parents should be informed if their child is being considered by the Child Study Team, and parental permission must be obtained prior to any formal assessment of that student.

Evaluations

Special education students are subject to an annual review and a three-year reevaluation. At their annual reviews and three-year reevaluations, parents and teachers go over the protocols appropriate to the given student, and make clear decisions as to the programming for this student. Parents are informed of student progress a minimum of four times per year at quarterly marking periods. Progress is also shared through telephone calls, written information/feedback, and personal contacts.

Inclusion of Students with Disabilities

National Heritage Academies is committed to the fullest level of inclusion deemed possible and appropriate by our professional team of general and special educators, administrators, and ancillary-support staff. Our goal is to educate each student in the least restrictive environment possible based on a student's individual needs.

Parent Participation

Parents/legal guardians have the *expressed right* to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the child study process and the parent's/guardian's presence will be requested for all subsequent meetings. Parents/legal guardians are considered members of both the Multi-Disciplinary Evaluation Team (MET) and the Individual Education Programming Team (IEPT).

Individuals with Disabilities Education Act (IDEA)

National Heritage Academies are in step with the major changes in special education. The six principles of the new laws are:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program (IEP)
- Least restrictive environment (LRE)
- Parent and student participation in decision making
- Procedural safeguards

TECHNOLOGY SIXTH GRADE

**Technology—Educational Philosophy
Content Standards Grade 6
Scope and Sequence of
Content Standards Grades 3-8**



Educational Technology Philosophy

The National Assessment of Educational Progress (NAEP) has tracked student achievement for nearly three decades. In 1996, the results of the NAEP indicated a link between certain kinds of technology use, higher scores on the NAEP, and an improved school climate.¹ It is important to note that not all types of technology use produced these results. In fact, the results indicated that the use of computers for "drill and practice" may result in decreased student scores. The technology use that proved most beneficial centered on using the computer for simulation, problem solving and analysis. "The computer's most powerful uses are for making things visual," says James Kaput, a math professor at the University of Massachusetts-Dartmouth. "It can make visual abstract processes that are otherwise ineffable."

As an organization, NHA focuses on delivering a "back to basics" approach to education based on research to generate student performance results. NHA's philosophy is grounded in the premise that the primary educational focus in elementary school should be mastering the core academic subjects of English, reading, mathematics, history, and science. Use of technology within the framework of the core academic curriculum must be age appropriate and must enhance the learning process. Just as writing relies on penmanship as a requisite skill, students and teachers must develop requisite skills in the use of technology in order to maximize its curricular impact. Students will develop these skills in the context of using technology for academic pursuits. Teachers will develop technology skills through training, practice, and ongoing assessment.

Developing Technology Skills

NHA's core academic curriculum is extremely rigorous and focuses on developing the fundamental skills, attitudes, and background knowledge that will allow students to be successful in all future pursuits. Specific technology skills are most effectively learned in the context of the core curriculum. Just as science teachers have taught their students to use a microscope in order to view cells, basic technology skills, such as using a scanner, are best taught in the context of developing a Web page or creating a portfolio. However, NHA will develop a specific technology curriculum to ensure the acquisition of computer skills.

NHA's approach to the curriculum is built upon the premise that a child's long-term academic success is directly related to the strength of the foundation upon which it is built. This belief provides a central core for the entire NHA curriculum. With this in mind, the school calendar and schedule focuses primarily on the development of this foundation in the core academic subjects. Once this foundation is laid, the learner benefits in all curricular areas.

In alignment with this core belief, NHA approaches the formal computer training very deliberately. While computers can be used in grades K-2 to enhance the delivery/experience of the student in the academic areas, no formal computer training is addressed during these formative years. A student's time in school is so valuable that computer training at these early ages would supersede a more fundamental element of the child's education. Students in grades K-2 may acquire technology skills as a by-product of the technology use within the curriculum. Formalized computer training will begin to be addressed by the classroom teacher beginning in grade 3. During the upper elementary years (grades 3-5), time is carved out of the school day to help students develop specific skills as they align with state and national standards. In most NHA affiliated schools, a computer elective course is offered in grades 6-8. During this set of courses, more advanced computer skills are taught and students are asked to apply these skills in increasingly unique and meaningful ways. Teachers in grades 6-8 will continue to include the development of computer skills into the classroom and students will be expected to apply these skills appropriately to enhance their learning.

¹"The Link to Higher Scores", Andrew Trotter, Education Week, October 1, 1998.

This technology curriculum is based on both state and national standards. Specific lessons and assessments related to computer skill acquisition will be developed through a cooperative effort between the NHA Educational Technology team and the NHA Curriculum team.

Integrating Technology with the Curriculum

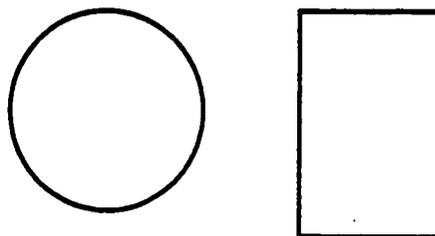
Although the time dedicated to acquire computer-specific skills is not equally distributed throughout the various grade levels, the underlying philosophy regarding technology use to enhance instruction is constant. In addition to developing materials that address both content standards and technology competencies, NHA is committed to the electronic delivery of content and supporting materials that aid in the delivery of curricula.

To achieve this goal of integration, NHA will develop a comprehensive curriculum map that includes specific teacher and student resources that tie technology with the core content areas in meaningful and substantive ways. A library of technology projects will be developed that connect specific curriculum objectives with technology skills. As a result, each teacher will be able to develop the tools necessary to integrate the acquisition of these skills into the academic curricula.

Over the course of the 2000-2001 school year, the Educational Technology Team, in conjunction with NHA teachers, has developed over 300 lessons, units and projects that integrate the technology curriculum into other curricular areas. These resources span all subject areas and grade levels and are made available to all NHA teachers in electronic form. Through the implementation of this technology plan, it is NHA's vision that this development will continue and lessons, units, projects, and other resources will continue to be made available to all NHA teachers that tie the technology curriculum into other curricular areas. The following is an example of a lesson that integrates technology objectives within other curricular areas.

A class is about to begin a unit on fractions within the fourth grade math curriculum. The teacher works with the Educational Technology Specialist to develop a lesson where students are to divide certain shapes into sections and then color the sections to depict a given fraction. The lesson will be done using a paint/draw program on the computer. See the example below:

1. Use the paint tools to divide the following shapes into fourths.
2. Use the paint tools to color the sections of each object to show the following:
 - a. Circle: $\frac{3}{4}$
 - b. Rectangle: $\frac{1}{4}$



The teacher will spend a small amount of time at the beginning of the lesson to explain how to use the paint/draw program, but the primary focus of the lesson will be focused on getting a better understanding of fractions. This lesson ties together many of the technology curriculum's paint/draw program objectives as well as many of the fraction objectives found in the mathematics curriculum.

Grade Levels	Computer Skill Acquisition	Technology-Infused Delivery of Instruction
K - 2	<p>No instructional time is devoted to computer skill development.</p> <p>Resources: None</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Resources: LCD projectors, Internet connectivity</p>
3 - 5	<p>Instructional time is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Computer operations 2. File management 3. Word processing 4. Keyboarding 5. Presentation tools 6. Spreadsheet use 7. Database basics 8. Internet use & responsibilities <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required.</p>
6 - 8	<p>Instructional time in the middle school "Media / Technology" elective course is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Digital imaging 2. Digital audio 3. Desktop publishing 4. Presentation 5. Basics of good design 6. Web page authoring 7. Application integration 8. Internet use <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p> <p>It is desirable to place some computers permanently in each middle school classroom to achieve a fully integrated environment</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Students utilize computers independently to accomplish tasks appropriate to the use of the computer as a tool. Computers become seamlessly integrated tools in the middle school classroom, mimicking their place in the adult work environment.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required. Permanently placed PCs in middle school classroom are desirable.</p>

Technology Content Standards Grade 6

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 1: Students will demonstrate awareness, knowledge and appropriate usage of computer hardware components.

Mouse Skills:	
Mouse Skills: Point and Click/Double Click	Independent User
Mouse Skills: Point and Select from Menu	Independent User
Mouse Skills: Point, Click, and Drag	Independent User
Mouse Skills: Know the basic functional differences between left and right mouse buttons.	Develop
Keyboarding Skills:	
Keyboarding Skills: Use Typing Tutorial Program.	Independent User
Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys.	Independent User
Other:	
Identify and know the basic functions of computer hardware.	Independent User
Know potential hazards that could damage computer hardware.	Independent User
Learn NHA's student computer usage policies.	Independent User
Know basic facts about networked computers.	Develop
Uses a variety of input and output devices. (Scanner, Digital Camera, etc...)	Develop
Know the differing capacities and trade-offs for computer storage media.	Introduce

Content Standard 2: Students will demonstrate awareness, knowledge and usage in file management and basic computer operation.

File Management:	
File Management: Save (Name, Choose a location)	Independent User
File Management: Retrieve saved documents	Independent User
File Management: Distinguish between Save and Save As	Independent User
File Management: Create back-up of documents.	Develop
Computer Operation Skills:	
Computer Operation Skills: Know how to start a computer software program	Independent User
Computer Operation Skills: Cut, Copy, Paste	Independent User
Computer Operation Skills: Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button)	Independent User
Computer Operation Skills: Trouble-shoots simple problems.	Introduce

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database.	
Word Processing:	
Word Processing: Know how to start a new Word Processing document.	Independent User
Word Processing: Change the font and size of text.	Independent User
Word Processing: Align text with alignment buttons.	Independent User
Word Processing: Highlight text with the mouse.	Independent User
Word Processing: Change the format of text with bold, italics and underline.	Independent User
Word Processing: Know how to print independently.	Independent User
Word Processing: Use the cut and paste commands.	Independent User
Word Processing: Use the menu bar functions.	Independent User
Word Processing: Insert Clip Art	Independent User
Word Processing: Use Spell Check	Develop
Word Processing: Learn Keyboard short-cuts (Ctrl-V = Paste, etc...)	Introduce
Word Processing: Learn to use headers and footers.	Introduce
Spreadsheet:	
Spreadsheet: Use the mouse to select a cell.	Independent User
Spreadsheet: Enter data into a cell.	Independent User
Spreadsheet: Learn spreadsheet terms.	Independent User
Spreadsheet: Know how to start a new Spreadsheet document.	Independent User
Spreadsheet: Learn to graph or chart.	Develop
Spreadsheet: Learn to add/subtract cell information.	Develop
Database:	
Database: Know how to start a new Database document.	Introduce
Database: Know database terms.	Introduce
Database: Know how to create fields and enter information into records.	Introduce
Database: Learn to sort the database based on one field.	Introduce
Database: Perform a search based on one or more fields.	Introduce

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Other:	
Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games.	Independent User
Start using multiple applications to complete one document or project. (eg. Insert a spreadsheet into a word processing document)	Introduce
Know how formats differ among software applications and hardware platforms.	Introduce

Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations.	
Graphics:	
Know how to use basic painting and drawing tools.	Independent User
Able to put shapes together to create a picture.	Independent User
Know how to use advanced painting and drawing tools.	Develop
Know how to select specific areas of a painting or drawing.	Develop
Know how to use cut, copy, and paste with selected shapes.	Develop
Know the differences between several graphic formats.	Introduce
Desktop Publishing/Presentations:	
Know how to insert clip art.	Develop
Learn how to select and use a template.	Develop
Know how to Zoom in and out.	Develop
Learn how to create a basic presentation.	Develop
Use special hardware devices for input within a document (scanner, digital camera).	Develop
Learn how to format a Presentation.	Introduce
Complete a content area project.	Introduce
Complete and present a content area project presentation using Microsoft Powerpoint.	Introduce
Use multimedia within a document/presentation. (video, animation, sound, etc...)	Introduce

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independant User: Apply the technology objective without direction.

Content Standard 5: Students will demonstrate awareness, knowledge and useage of the World Wide Web and research tools that leverage technology.	
Know how to search for information within a reference-based software program.	Independant User
Learn Internet etiquette; do's and don't's	Independant User
Know basic internet terms.	Independant User
Manually entering an Internet Web address (URL).	Develop
Learn how to search and use keywords within a search engine.	Develop
Learn Internet Explorer button functions (back, forward, stop, etc..).	Develop
Learn to access, send and reply with e-mail.	Develop
Learn how to download graphics.	Develop
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.	Introduce

Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual.	
Know ways that technology is used at home and school.	Develop
Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people.	Develop
Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it.	Develop
Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things.	Develop
Know that new inventions often lead to other new inventions and ways of doing things.	Develop
Know areas in which technology has improved human lives.	Develop
Understand the concept of software piracy.	Develop
Know ways in which technology has influenced the course of history.	Introduce

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making.	
Know that objects occur in nature; but people can also design and make objects.	Independent User
Know that tools can be used to observe, measure, make things, and do things better and/or more easily.	Independent User
Know that people are always inventing new ways to solve problems and get work done.	Independent User
Identify a simple problem that can be solved using technology.	Develop
Know constraints that must be considered when designing a solution to a problem.	Develop
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	Develop
Know that people have invented and used tools throughout history to solve problems and improve ways of doing things.	Develop

Scope and Sequence of Content Standards Grades 3-8

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 1: Students will demonstrate awareness, knowledge and appropriate useage of computer hardware components.						
	3	4	5	6	7	8
Mouse Skills:						
Mouse Skills: Point and Click/Double Click	I	D	IU	IU	IU	IU
Mouse Skills: Point and Select from Menu	I	D	IU	IU	IU	IU
Mouse Skills: Point, Click, and Drag	I	D	IU	IU	IU	IU
Mouse Skills: Know the basic functional differences between left and right mouse buttons.			I	D	IU	IU
Keyboarding Skills:						
Keyboarding Skills: Use Typing Tutorial Program.		I	D	IU	IU	IU
Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys.		I	D	IU	IU	IU
Other:						
Identify and know the basic functions of computer hardware.	I	D	IU	IU	IU	IU
Know potential hazards that could damage computer hardware.	I	D	IU	IU	IU	IU
Learn NHA's student computer useage policies.	I	D	IU	IU	IU	IU
Know basic facts about networked computers.			I	D	IU	IU
Uses a variety of input and output devices. (Scanner, Digital Camera, etc...)			I	D	IU	IU
Know the differing capacities and trade-offs for computer storage media.				I	D	IU

Content Standard 2: Students will demonstrate awareness, knowledge and useage in file management and basic computer operation.						
	3	4	5	6	7	8
File Management:						
File Management Save (Name, Choose a location)	I	D	IU	IU	IU	IU
File Management Retreive saved documents	I	D	IU	IU	IU	IU
File Management Distinguish between Save and Save As		I	D	IU	IU	IU
File Management Create back-up of documents			I	D	IU	IU
Computer Operation Skills:						
Computer Operation Skills Know how to start a computer software program	I	D	IU	IU	IU	IU
Computer Operation Skills Cut Copy, Paste		I	D	IU	IU	IU
Computer Operation Skills Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button)		I	D	IU	IU	IU
Computer Operation Skills Trouble-shoots simple problems.				I	D	IU

Introduce: Direct instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database.						
	3	4	5	6	7	8
Word Processing:						
Word Processing: Know how to start a new Word Processing document.	I	D	IU	IU	IU	IU
Word Processing: Change the font and size of text.	I	D	IU	IU	IU	IU
Word Processing: Align text with alignment buttons.	I	D	IU	IU	IU	IU
Word Processing: Highlight text with the mouse.	I	D	IU	IU	IU	IU
Word Processing: Change the format of text with bold, italics and underline.	I	D	IU	IU	IU	IU
Word Processing: Know how to print independently.	I	D	IU	IU	IU	IU
Word Processing: Use the cut and paste commands.		I	D	IU	IU	IU
Word Processing: Use the menu bar functions.		I	D	IU	IU	IU
Word Processing: Insert Clip Art		I	D	IU	IU	IU
Word Processing: Use Spell Check			I	D	IU	IU
Word Processing: Learn Keyboard short-cuts (Ctrl-V = Paste, etc...)				I	D	IU
Word Processing: Learn to use headers and footers.				I	D	IU
Spreadsheet:						
Spreadsheet: Use the mouse to select a cell.	I	D	IU	IU	IU	IU
Spreadsheet: Enter data into a cell.	I	D	IU	IU	IU	IU
Spreadsheet: Learn spreadsheet terms		I	D	IU	IU	IU
Spreadsheet: Know how to start a new Spreadsheet document.		I	D	IU	IU	IU
Spreadsheet: Learn to graph or chart			I	D	IU	IU
Spreadsheet: Learn to add/subtract cell information.			I	D	IU	IU
Spreadsheet: Create formula functions					I	D
Database:						
Database: Know how to start a new Database document.				I	D	IU
Database: Know database terms				I	D	IU
Database: Know how to create fields and enter information into records				I	D	IU
Database: Learn to sort the database based on one field.				I	D	IU
Database: Perform a search based on one or more fields.				I	D	IU
Other:						
Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games		I	D	IU	IU	IU
Start using multiple applications to complete one document or project. (eg. Insert a spreadsheet into a word processing document)				I	D	IU
Know how formats differ among software applications and hardware platforms				I	D	IU

Introduce: Direct Instruction of the technology objectives.
Develop: Apply the technology objective with direction.
Independant User: Apply the technology objective without direction.

Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations.						
	3	4	5	6	7	8
Graphics:						
Know how to use basic painting and drawing tools.	I	D	IU	IU	IU	IU
Able to put shapes together to create a picture.	I	D	IU	IU	IU	IU
Know how to use advanced painting and drawing tools.			I	D	IU	IU
Know how to select specific areas of a painting or drawing.			I	D	IU	IU
Know how to use cut, copy, and paste with selected shapes.			I	D	IU	IU
Know the differences between several graphic formats.				I	D	IU
Desktop Publishing/Presentations:						
Know how to insert clip art.		I	D	D	IU	IU
Learn how to select and use a template.			I	D	IU	IU
Know how to Zoom in and out.			I	D	IU	IU
Learn how to create a basic presentation.			I	D	IU	IU
Use special hardware devices for input within a document (scanner, digital camera)			I	D	IU	IU
Learn how to format a Presentation.				I	D	IU
Complete a content area project.				I	D	IU
Complete and present a content area project presentation using Microsoft Powerpoint.				I	D	IU
Use multimedia within a document/presentation. (video, animation, sound, etc...)				I	D	IU

Content Standard 5: Students will demonstrate awareness, knowledge and usage of the World Wide Web and research tools that leverage technology.						
	3	4	5	6	7	8
Know how to search for information within a reference-based software program.	I	D	IU	IU	IU	IU
Learn internet etiquette, do's and don't's	I	D	IU	IU	IU	IU
Know basic internet terms	I	D	IU	IU	IU	IU
Manually entering an Internet Web address (URL)			I	D	IU	IU
Learn how to search and use keywords within a search engine			I	D	IU	IU
Learn internet Explorer button functions (back, forward, stop, etc..)			I	D	IU	IU
Learn to access, send and reply with e-mail			I	D	IU	IU
Learn how to download graphics			I	D	IU	IU
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems				I	D	IU

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual.						
	3	4	5	6	7	8
Know ways that technology is used at home and school.			I	D	IU	IU
Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people.			I	D	IU	IU
Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it.			I	D	IU	IU
Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things.			I	D	IU	IU
Know that new inventions often lead to other new inventions and ways of doing things.			I	D	IU	IU
Know areas in which technology has improved human lives.			I	D	IU	IU
Understand the concept of software piracy.			I	D	IU	IU
Know ways in which technology has influenced the course of history.				I	D	IU
Know that science cannot answer all questions and technology cannot solve all human problems nor meet all human needs					I	D
Know examples of copyright violations and computer fraud and possible penalties.					I	D
Know that technology and science are reciprocal. They both are the driving force behind each other						I
Know ways in which technology and society influence one another.						I

Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making.

	3	4	5	6	7	8
Know that objects occur in nature, but people can also design and make objects.	I	D	IU	IU	IU	IU
Know that tools can be used to observe, measure, make things, and do things better and/or more easily	I	D	IU	IU	IU	IU
Know that people are always inventing new ways to solve problems and get work done	I	D	IU	IU	IU	IU
Identify a simple problem that can be solved using technology.			I	D	IU	IU
Know constraints that must be considered when designing a solution to a problem			I	D	IU	IU
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems			I	D	IU	IU
Know that people have invented and used tools throughout history to solve problems and improve ways of doing things			I	D	IU	IU
Identify appropriate problems for technological design					I	D
Design a solution or product, taking into account needs and constraints					I	D
Implement a proposed design					I	D

VISUAL ARTS SIXTH GRADE

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
And Objectives**

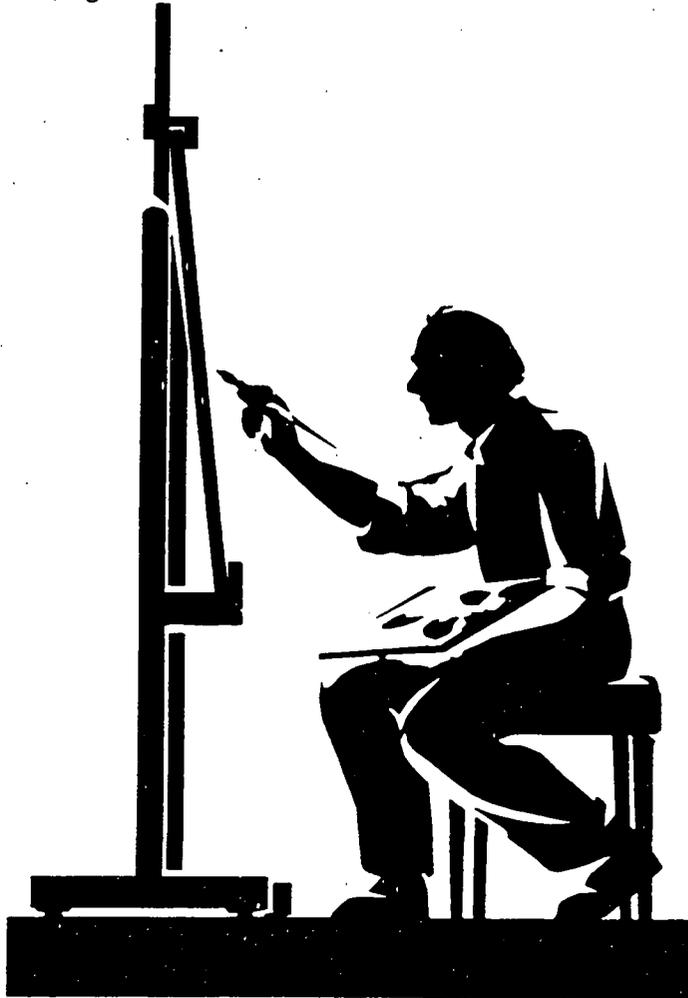


Visual Arts Mission Statement National Heritage Academies

In teaching the visual arts, we seek to provide the student with the tools to understand the significant role the visual arts play in our lives with their power to express ideas throughout history. The visual arts are an essential means of communication in our society and we seek to enable the child to use the visual arts to express his or her own unique ideas.

The visual arts curriculum will equip the learner with a philosophical, intellectual, physical, emotional, and moral foundation in the visual arts. From this foundation, we seek to enhance the critical thinking and problem-solving skills of the student through creativity and self-expression.

We believe the visual arts are essential to a child's education and provide an opportunity for each child to become a valuable and contributing member of our society, ultimately leading to a higher sense of their own self-worth.



<p style="text-align: center;">NATIONAL HERITAGE ACADEMIES VISUAL ARTS EDUCATION</p>
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Art History

The study of art history will enable students to appreciate and understand artworks and artists from various cultures past and present.

Aesthetics

Aesthetics in art education helps form the foundation of a student's understanding of the arts as a unique and important human experience. The study of aesthetics will enable the student to view, appreciate, interpret and evaluate works of art.

Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

Art criticism is an effort to fully understand works of art by precisely describing them, analyzing their components, interpreting them and making judgments about the content or form according to established standards.

Integration

Integrating art into the classroom curriculum helps the student understand the correlation between the two areas of study.

Visual Arts: Grade 6

Content Standards
Sixth Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art History: Periods and Schools

A. CLASSICAL ART: THE ART OF ANCIENT GREECE AND ROME

- Observe characteristics considered "classic"--emphasis on balance and proportion, idealization of human form--in
The Parthenon and the Pantheon
The Discus Thrower and *Apollo Belvedere*

B. GOTHIC ART (ca. 12th century)

- Briefly review the religious inspiration and characteristic features of Gothic cathedrals

C. THE RENAISSANCE (ca. 1350 - 1600)

- Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including
Raphael, *The School of Athens*
Michelangelo, *David* (review from grade 5)

D. BAROQUE (ca. 17th century)

- Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in
El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
Rembrandt: a self-portrait, such as *Self-Portrait, 1659*

- E. ROCOCO (ca. mid to late 1700s)**
- Note the decorative and "pretty" nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honoré Fragonard, *The Swing*
- F. NEOCLASSICAL (ca. late 18th – early 19th centuries)**
- Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in Jacques Louis David, *Oath of the Horatii*
- G. ROMANTIC (ca. late 18th - 19th centuries)**
- Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature, in
Francisco Goya, *The Bullfight*
Eugene Delacroix, *Liberty Leading the People*
Caspar David Friedrich, *The Chalk Cliff of Rugen*
- H. REALISM (ca. mid to late 19th century)**
- Note the Realist's characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful in
Jean Millet, *The Gleaners*
Gustave Courbet, *The Stone Breakers*
 - Become familiar with examples of American realism, including
Winslow Homer, *Noraster*
Thomas Eakins, *The Gross Clinic*
Henry O. Tanner, *The Banjo Lesson*

MUSIC SIXTH GRADE

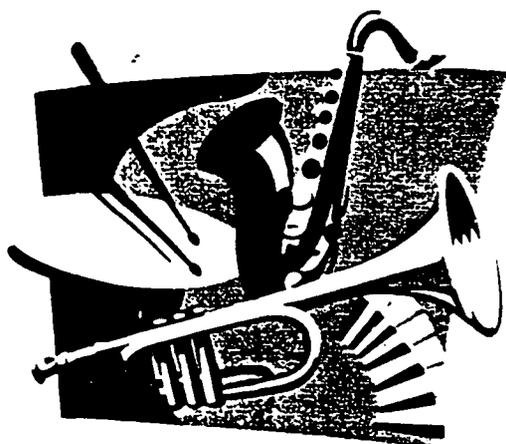
NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 6-2000



NHA MUSIC PHILOSOPHY

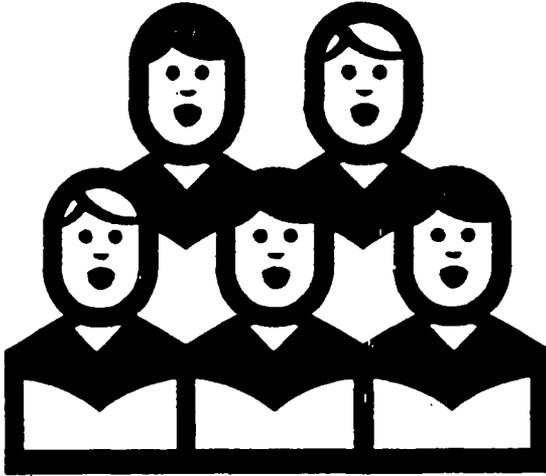
Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



MIDDLE SCHOOL MUSIC
GRADES 6, 7, and 8

Grade 6 - Music Required - Choices.
Choir, Band, or Orchestra



Grade 7 - Music Required - Choices
Choir, Band, or Orchestra



Grade 8 - Music Elective (Optional) - Choir, Band, Orchestra



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of CD.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page # 89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue # 6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 6 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniellale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295372-8	Pupil Edition	42.99	_____	_____
0-02-295392-2	Teacher's Edition (with Piano Accompaniment)	138.00	_____	_____
0-02-295381-7	Teacher's Edition	87.00	_____	_____
0-02-295419-8	Teacher's Resource Package	96.00	_____	_____
0-02-295428-7	Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5	Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295412-0	Orchestrations for Orff Instruments	12.00	_____	_____
0-02-295405-8	Playing the Recorder	8.28	_____	_____
0-02-295406-6	Playing the Guitar	10.77	_____	_____
0-02-295500-3	Listening Map Transparencies	45.00	_____	_____
0-02-295441-4	Compact Discs	498.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295445-7	Musica para todos for Intermediate Grades, Gr. 3-6	5.22	_____	_____
0-02-295364-7	Share World Music: Songs form Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs form Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Musical Expression Videotape, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295485-6	Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4	Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

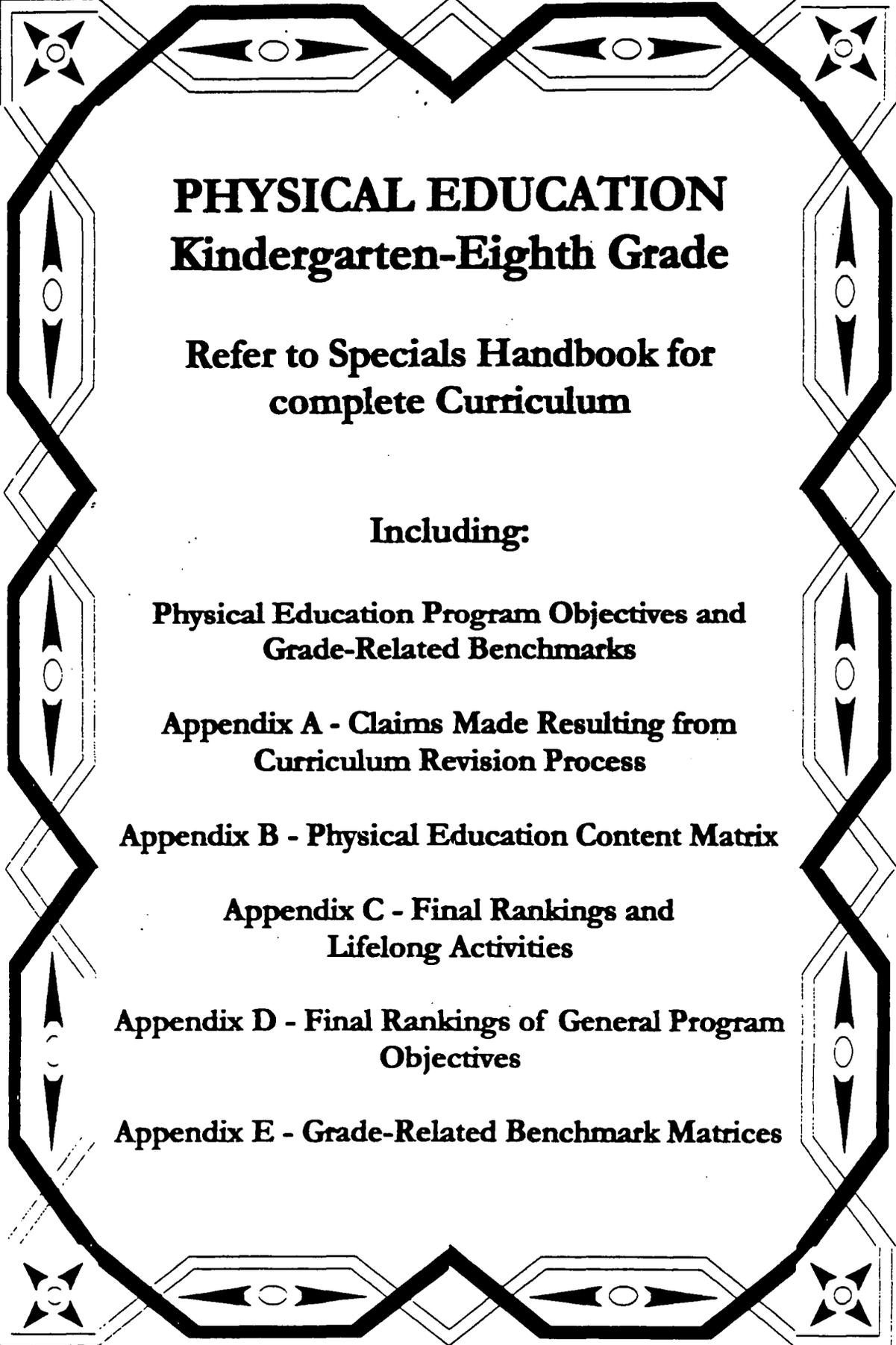
0-02-295463-5	Standard Packages	88.08	_____	_____
0-02-295469-4	Site License Packages	333.00	_____	_____
0-02-295475-9	District License Package	828.00	_____	_____

GUITAR 101: THE FENDER METHOD CD-ROM

0-02-295532-1	Guitar 101: The Fender Method CD-ROM (win)	29.99	_____	_____
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G-VOX GUITAR CD-ROM

0-02-295533-X	G-VOX Guitar CD-ROM (win)	99.00	_____	_____
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PHYSICAL EDUCATION Kindergarten-Eighth Grade

**Refer to Specials Handbook for
complete Curriculum**

Including:

**Physical Education Program Objectives and
Grade-Related Benchmarks**

**Appendix A - Claims Made Resulting from
Curriculum Revision Process**

Appendix B - Physical Education Content Matrix

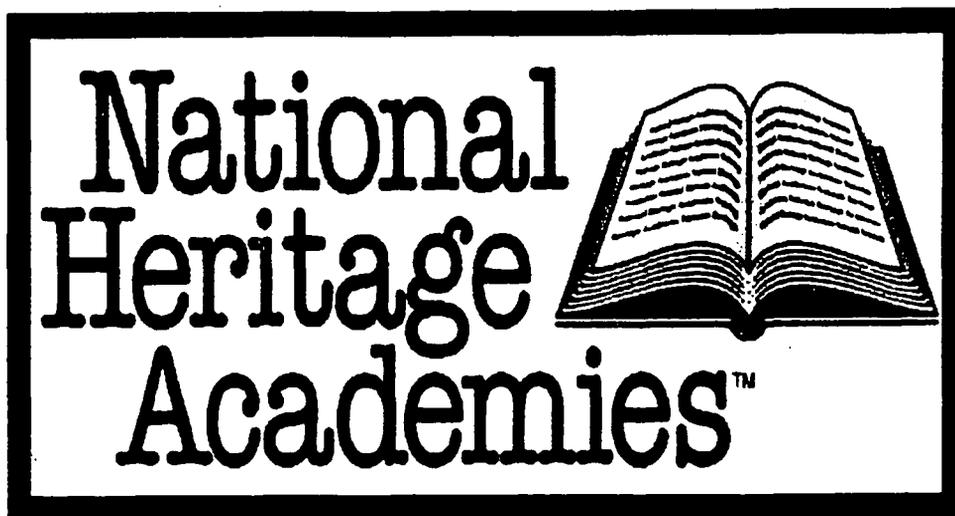
**Appendix C - Final Rankings and
Lifelong Activities**

**Appendix D - Final Rankings of General Program
Objectives**

Appendix E - Grade-Related Benchmark Matrices

Seventh Grade

Curriculum Handbook 2001-2002



MISSION

Challenging children to achieve their greatest potential.

VISION

Our shared vision is to build a national organization of over 200 charter schools that become the finest K-8 schools in the country. Using a partnership with parents as our foundation, we will achieve this by combining rigorous, "back-to-basics" academics, strong moral development, and a universal commitment to all children.

PHILOSOPHY

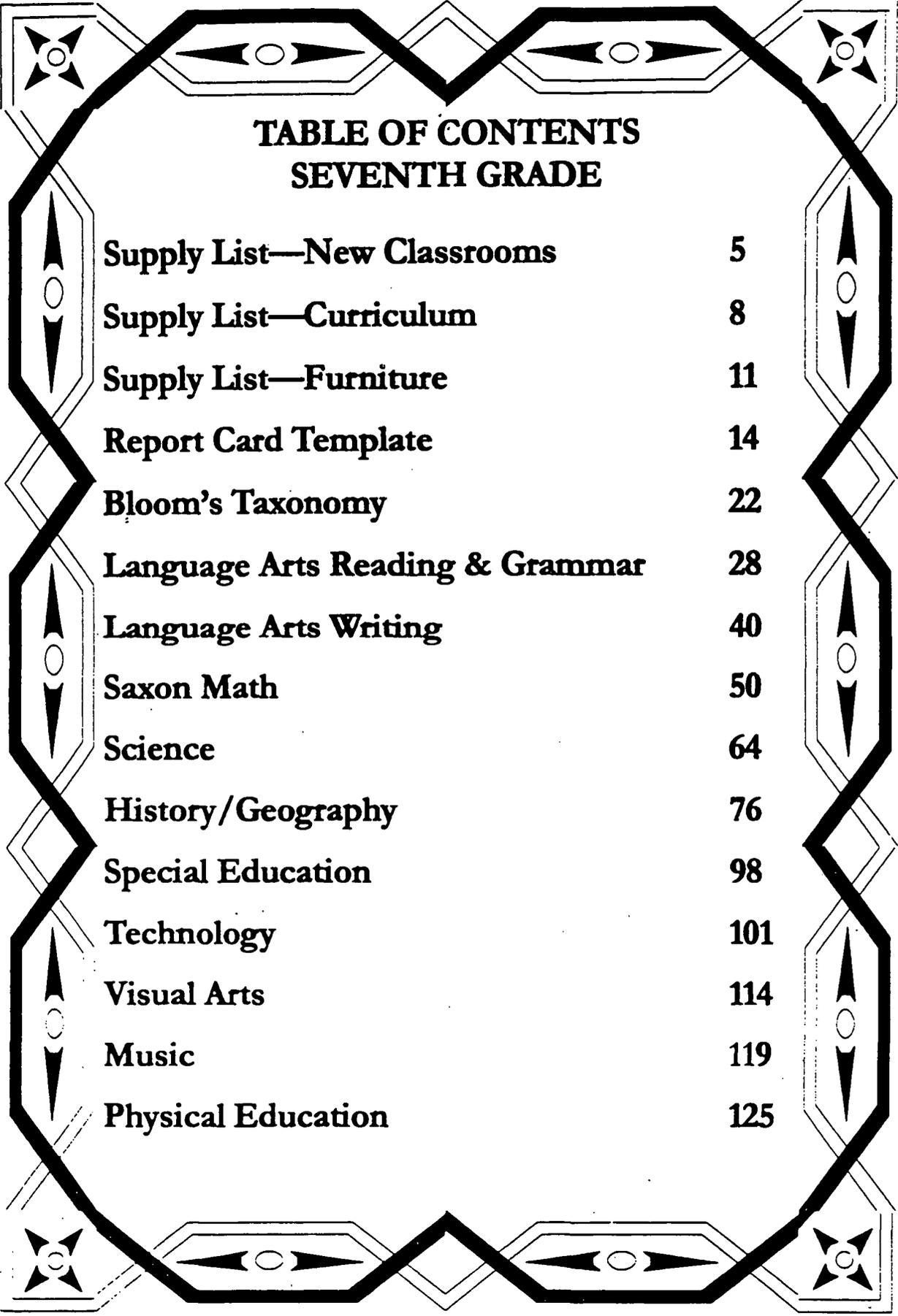
National Heritage is guided by a few key principles that guide us in all our program decisions. First, we believe that a school environment with high academic and social expectations is necessary for students to thrive. Second, the company believes that parents have the ultimate responsibility for their children's education and, thus, will choose what is best for their children. Third, we believe that a school should support and reinforce the moral guidance a child receives at home. And, finally, we believe that a child's self-esteem is developed through diligence and achievement.

**The NHA Curriculum Handbooks are dedicated
to the 2001-2002 Teacher Presenter Team**

Teacher Presenter	School
Laura Bartlett	Greensboro
Michelle Bauman	Paramount
Jane Beal	Vista
James Robert Brown	Greensboro
Linda Chaffee	Walker
Kim Chapin	Eagle Crest
Melissa Flickinger	Chandler Woods
Daphne Franklin	South Arbor
Mary Claire Fu	Eagle Crest
Erin Greenop	Walker
Heather Guerra	Knapp
Tuwanda Hairston	Research Triangle
Casey Helmreich	North Saginaw
Sarah Huddleston	Forsyth
Emilie Johnson	Forsyth
Jeff Johnston	Greensboro
Diane Kennedy	Greensboro
Kimberly Kobylak	Linden
Kevin Kooiker	Vista
Johann Linna	Ridge Park
Mandy Lohman	Cross Creek
Angela Newton	Paramount
Nicole Pachulski	Walker
Kaylin Rhoades	Endeavor
Cynthia Ruble	Forsyth
Mary Scheidel	Cross Creek
Elizabeth Sinclair	Endeavor
Lois Smith	Cross Creek
Angie Spears	Excel
Kirt Stevens	Vista
Rudy Swofford	Greensboro
Krista Tolchin	Endeavor
Dawn Tubbs	Linden
Marsha VanderSloot	Vanguard
Kathy Watson	North Saginaw
Rebecca Weliver	South Arbor
Kathy White	Greensboro
Cathy Wygmans	Eagle Crest
Ellen Zainea	Knapp

Corporate Education Team
1-616-222-1700

Team Member	Title/Email Address
Todd Avis	Director of Curriculum and Development tavis@heritageacademies.com
Judy Welch	Educational Services Manager jwelch@heritageacademies.com
David Baas	Director of Special Education dbaas@heritageacademies.com
Cindy Covell	Curriculum Specialist ccovell@heritageacademies.com
Randy Creswell	Science Specialist rcreswell@heritageacademies.com
Ann Schultheis	Core Knowledge Consultant aschultheis@heritageacademies.com
Amy Lambries	Library Specialist alambries@heritageacademies.com
Tom Stout	Coordinator of Teacher Development tstout@heritageacademies.com
Sallie Borrink	Special Projects Coordinator sallieANN9@aol.com
Mary Elizabeth Lee	Special Education Assistant mlee@heritageacademies.com
Jennifer Maze	Administrative Assistant jmaze@heritageacademies.com

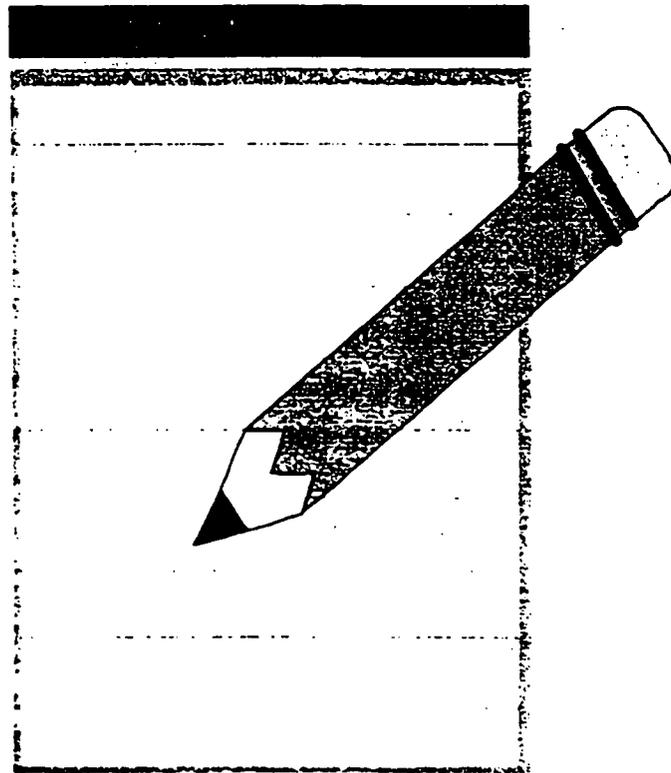


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SUPPLY LIST SEVENTH GRADE

**The supplies are provided by NHA in
new classrooms in new and existing
schools.**



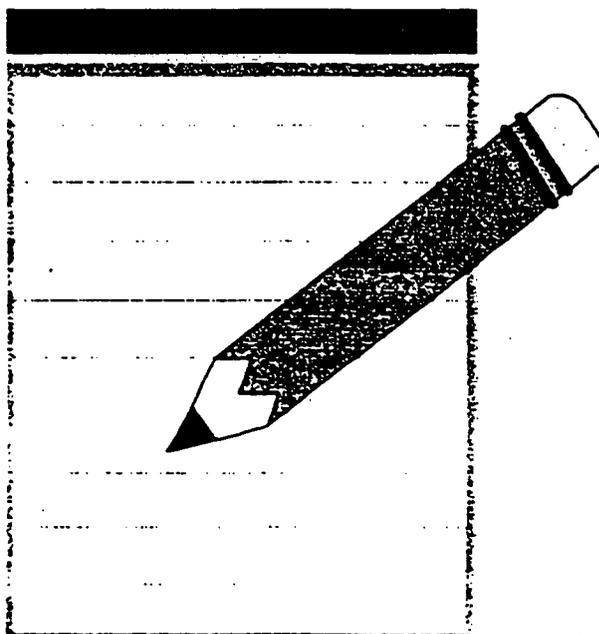
3RD GRADE - 8TH GRADE: START-UP SUPPLY LIST						
QTY ORD.	UNIT	STOCK #	DESCRIPTION	PAGE	UNIT PRICE	TOTAL PRICE
2	GR	041217	#2 PENCIL BX/144	16	8.12	16.24
1	BX	000783	LARGE BLOCK ERASER BX/40	18	4.93	4.93
2	DZ	027465	BLACK ROUND STIC PEN MED BX/12	19	1.14	2.28
2	DZ	027466	RED ROUND STIC PEN MED BX/12	19	1.14	2.28
2	DZ	027469	BLUE ROUND STIC PEN MED BX/12	19	1.14	2.28
12	EA	038850	CLASS. SEL. HIGHLIGHTER - YELLOW	25	0.14	1.68
1	ST	059178	FINE VIS-A-VIS PEN SET/4	253	2.66	2.66
12	ST	408115	WATERCOLOR MARKER ST/12	26	1.78	21.36
2	EA	023194	EXPO II CLEANER. 8 OZ.	27	1.69	3.38
3	EA	059640	EXPO DRY ERASER	27	1.88	5.64
2	ST	059460	EXPO MARKER SET/4	28	3.40	6.80
24	EA	015348	WOODEN 12" RULER	34	0.25	6.00
12	EA	015363	YARDSTICK W/METAL END	34	1.62	19.44
1	EA	038342	1670 SCHOOL PRO ELEC SHARPENER	37	35.40	35.40
1	EA	025983	3-HOLE PAPER PUNCH	38	4.17	4.17
2	EA	039423	HAND HELD PAPER PUNCH 1-HOLE	38	0.59	1.18
1	EA	061131	SWINGLINE 711 BLACK STAPLER	40	6.66	6.66
1	EA	061149	SWINGLINE 747 BLACK STAPLER	40	10.61	10.61
2	BX	061059	STANDARD STAPLES	41	0.52	1.04
2	EA	000354	9" TEACHER SHEARS	43	4.50	9.00
1	EA	371774	8" BENT TRIMMER SHEARS	43	1.52	1.52
24	EA	000327	5" CLIP QUALITY SCISSORS	45	0.63	15.12
12	RL	040722	1/2"X36YD PERMANENT MEND TAPE	46	0.60	7.20
12	RL	040587	3/4" UTILITY MASKING TAPE	47	0.70	8.40
1	EA	023127	C-38 BLACK TAPE DISPENSER	48	2.09	2.09
25	EA	023135	SMALL WASHABLE GLUESTICK	50	0.38	9.50
4	EA	035334	TAC'N STIK REUSEABLE ADHESIVE	53	1.09	4.36
5	BX	000057	PAPER CLIPS. STANDARD	54	0.12	0.60
5	BX	000072	PAPER CLIPS. JUMBO	54	0.31	1.55
1	BX	036981	2" BOOK RINGS. BOX/50	54	4.70	4.70
2	BX	059964	3/8" THUMB TACKS	55	0.24	0.48
1	BX	012291	CLEAR REPORT COVER BX/50	58	9.60	9.60
3	BX	023254	ASSORTED PORTFOLIO BX/25	59	4.85	14.55
10	PK	048267	3"X5" BLANK INDEX CARDS	62	0.43	4.30
10	PK	048270	3"X5" RULED INDEX CARDS	62	0.43	4.30
1	BX	070311	1/5CUT LET HANGING FILE FOLDER	64	4.88	4.88
1	BX	015741	1/3 CUT FILE FOLDERS	65	5.63	5.63
1	EA	038946	14 MO. DESK PAD CALENDAR 2001/2002	70	1.64	1.64
1	EA	206771	SWIVEL DESKMATE ORGANIZER	72	7.27	7.27
3	EA	021354	DESK TRAY. BLACK	73	1.76	5.28
24	EA	043530	LEGAL CLIPBOARD	76	0.80	19.20
1	EA	038434	TI-34 SCIENTIFIC CALCULATOR	79	23.76	23.76
12	EA	040269	#79 INTERMEDIATE DICTIONARY	95	10.66	127.92
12	EA	040266	#78 STUDENTS THESAURUS	97	10.66	127.92
25	EA	522155	11X7 ASSIGNMENT BOOK	108	1.27	31.75
5	RM	000513	8.5"X11" FILLER PAPER W/MARG.	118	3.12	15.60
2	RL	006483	3"X200' MANILA SENTENCE ROLL	126	2.99	5.98
1	PK	204686	18"X24" 125# MANILA TAGBOARD	130	7.56	7.56
1	PK	314478	18"X24" 125# WHITE TAGBOARD	130	7.56	7.56
1	PK	215982	12"X18" TAG BOARD -ASST COLOR PK/100	130	8.49	8.49
2	PK	053958	TRU 9"x12" MAGENTA CONST. PPR.	133	1.09	2.18

SUPPLY LIST SEVENTH GRADE

**This is a comprehensive list of materials
needed to teach National Heritage
Academies' curriculum.**

**Each teacher must have access to these
supplies and materials.**

Please see your principal for access.



Vendor	Grade	Description	Quantity	Individual Price	Total
George F. Cram Co.	Seventh	U S /World Explorer Phys. Pol. Combo Map w/ inset	1	\$242.25	\$242.25
Debby & Co.	Seventh	Basic Economics	1	\$9.95	\$9.95
Debby & Co.	Seventh	Democracy for Young Americans	1	\$13.95	\$13.95
Debby & Co.	Seventh	Immigration	1	\$10.95	\$10.95
Debby & Co.	Seventh	We the People (Duplicating Masters)	1	\$9.95	\$9.95
Debby & Co.	Seventh	Various Science Books **See AcademyLink Purchase Order form**			
Educ. Consult. Svc.	Seventh	Teaching Gifted Kids in the Regular Classroom	1	\$25.00	\$25.00
Educational Design	Seventh	MEAP Coach Math (1p/s)	1	\$12.95	\$12.95
Educational Design	Seventh	MEAP Coach Reading (1p/s)	1	\$9.95	\$9.95
Educator's Pub.	Seventh	Book 4, Vocabulary (1p/s)	1	\$4.75	\$4.75
Educator's Pub.	Seventh	Teacher's Key	1	\$3.65	\$3.65
Educator's Pub.	Seventh	Test, Book 4 (Package of 6)	1	\$5.35	\$5.35
Flinn	Seventh	Various Science Equipment **See AcademyLink Purchase Order form**			
Frey	Seventh	Various Science Consumable Supplies **See AcademyLink Purchase Order form**			
Glencoe/McGraw	Seventh	The American Journey History - Student Edition (1p/s)	1	\$53.97	\$53.97
Glencoe/McGraw	Seventh	The American Journey History - Teacher Edition	1	\$77.97	\$77.97
Glencoe/McGraw	Seventh	The World & Its People Geography - Student Edition (1p/s)	1	\$50.97	\$50.97
Glencoe/McGraw	Seventh	The World & Its People Geography - Teacher Edition	1	\$73.50	\$73.50
Great Source	Seventh	Daily Geography	1	\$21.95	\$21.95
Great Source	Seventh	Daily Geography Student Book (10pk)	1	\$21.95	\$21.95
Great Source	Seventh	Daily Oral Language	1	\$21.95	\$21.95
Great Source	Seventh	Daily Oral Language Student Book (10pk)	1	\$21.95	\$21.95
Hirsch	Seventh	Books to Build On	1	\$10.95	\$10.95
Hirsch	Seventh	Core Knowledge Sequence Content Guidelines	1	\$22.50	\$22.50
Hirsch	Seventh	Realms of Gold, Vol. 2 (1p/s)	1	\$19.95	\$19.95
Hirsch	Seventh	The Schools We Need and Why We Don't Have Them	1	\$24.95	\$24.95
Holt, Rinehart	Seventh	(Adelante) Grammar and Vocab Workbook, TE w/ Key (1p/s)	1	\$11.25	\$11.25
Holt, Rinehart	Seventh	Adelante - Annotated Teacher's Edition	1	\$51.15	\$51.15
Holt, Rinehart	Seventh	Adelante - Audiocassette Program	1	\$129.00	\$129.00
Holt, Rinehart	Seventh	Adelante - Pupil's Edition	1	\$37.95	\$37.95
Holt, Rinehart	Seventh	Adelante - Video Program	1	\$198.00	\$198.00
Holt, Rinehart	Seventh	Elements of Writing - Student Edition (1p/s)	1	\$42.75	\$42.75
Holt, Rinehart	Seventh	Elements of Writing - Teacher Edition	1	\$68.70	\$68.70
Learning Express	Seventh	30 in 1 Electronic Kits	1	\$19.95	\$19.95
Network	Seventh	Cumulative Writing Folder (25 w/ TE)	1	\$15.00	\$15.00
Network	Seventh	Developing Writing and Thinking Skills	1	\$6.00	\$6.00

Network	Seventh	Five Types of Writing Assignments (Poster)	1	\$4.00	\$4.00
Network	Seventh	Implementing the Cumulative Writing Folder	1	\$10.00	\$10.00
Network	Seventh	Selecting and Teaching Focus Correction Areas: Plan Guide	1	\$6.00	\$6.00
Network	Seventh	Writers Marks (Poster)	1	\$4.00	\$4.00
Prentice Hall	Seventh	Various Science Books (one set per grade) **See AcademyLink Purchase Order form**			
Saxon	Seventh	Student Edition Math 87 (1p/s)	1	\$42.00	\$42.00
Saxon	Seventh	Teacher's Edition	1	\$42.00	\$42.00
Saxon	Seventh	Test Masters	1	\$45.00	\$45.00
SRA/McGraw Hill	Seventh	Reading Labs - OPTIONAL **See AcademyLink Purchase Order form**			

**SUPPLY LIST
FURNITURE
SEVENTH GRADE**



2000-2001 FURNITURE TABLES PER ROOM
24 Students Per Classroom

Sixth, Seventh, Eighth – CSU = one classroom

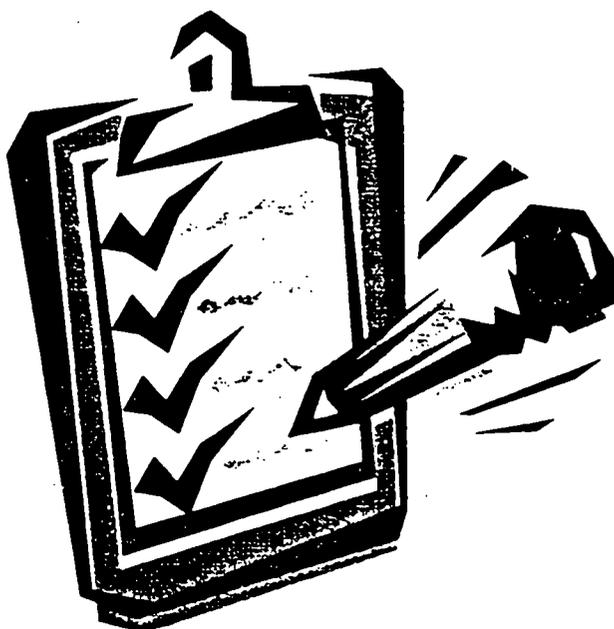
Ref. #	Item	Description	Amt.	Ordered By
1	Teacher Desk	HON34961 Double Ped	1	NHA
2	Teacher Chair	HON 7901 Task Chair	1	NHA
3	4-Drawer File	Hon 524 4 Drawer File	1	NHA
5	Tackboard 2x4	Best Rite 311AC	1	Bouma
6	Tackboard 4x8	Best Rite 311AH	2	Bouma
7	Markerboard 5x10	Best Rite 202AL	1	Bouma
	Tack Strip 5x10	532K	1	Bouma
15	CSU	Artco Bell U457 Combo Desk	24	NHA
19	Kidney Table	Artco Bell 1275 48x72	1	NHA
21	Computer Table	Artco Bell CD60	1	NHA
12	Large Chair	Artco Bell 7107 17 1/2"	6	NHA
8C	4 shelf Bookshelf	Lee Metal 48"	3	NHA
	Flag Bracket		1	Bouma
	Computer		1	NHA Tech
	Waste Basket	Large & Small	1 ea	Foremost
	Pencil Sharpener		1	Bouma
	Clock		1	Bouma
	Telephone		1	Moss

Sixth, Seventh, Eighth – Tables – 2 classrooms

Ref. #	Item	Description	Amt.	Ordered By
1	Teacher Desk	HON34961 Double Ped	1	NHA
2	Teacher Chair	HON 7901 Task Chair	1	NHA
3	4-Drawer File	Hon 524 4 Drawer File	1	NHA
5	Tackboard 2x4	Best Rite 311AC	1	Bouma
6	Tackboard 4x8	Best Rite 311AH	2	Bouma
7	Markerboard 5x10	Best Rite 202AL	1	Bouma
	Tack Strip 2x10	532K	1	Bouma
17	Rect. Table – T	Artco Bell 1930 30 x 20	12	NHA
19	Kidney Table	Artco Bell 1275 48x72	1	NHA
21	Computer Table	Artco Bell CD60	1	NHA
12	Large Chair	Artco Bell 7107 17 ½"	30	NHA
8C	4 shelf Bookshelf	Lee Metal 48"	3	NHA
	Flag Bracket		1	Bouma
	Computer		1	NHA Tech
	Waste Basket	Large & Small	1 ea	Foremost
	Pencil Sharpener		1	Bouma
	Clock		1	Bouma
	Telephone		1	Moss

REPORT CARD SEVENTH GRADE

Template for 2001-2002
All teachers will use the
AcademyLink report module
for Fall 2001



Seventh Grade Report Card

1205

	Marking Period			
	1	2	3	4
English				
Spelling				
Grammar				
Penmanship				
Composition				
Vocabulary				
Oral presentation				
Work Habits				
Social Behaviors				
Comments:				

	Marking Period			
	1	2	3	4
Reading				
Comprehension				
Fluency				
Literature				
Work Habits				
Social Behaviors				
Comments:				

	Marking Period			
	1	2	3	4
Mathematics				
Computation				
Problem solving				
Work Habits				
Social Behaviors				
Comments:				

	Marking Period			
	1	2	3	4
History/Geography/Government				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Science

Work Habits

Social Behavior

Comments:

Music

General music

Demonstrates appropriate attitude toward subject

Demonstrates basic music concepts

Listens and participates

Music Theory

Demonstrates ability to play melody and accompaniment

Demonstrates ability to notate music

Demonstrates compositional skills and understanding

Demonstrates keyboarding/instrumental skills

Demonstrates reading notated music

Understands basic music terminology and symbols

Music history/listening

Demonstrates knowledge of composers studied

Demonstrates music listening skills

Identifies compositions studied

Identifies families of instruments

Identifies instruments by sight and sound

Recorders

Comes prepared to class

Demonstrates fingering/playing skills

Demonstrates reading music notation

Participates in group/ensemble

Turns in homework and graded project work

Instrumental/choral music

Comes prepared to class

Completes homework and graded projects

Concert performance and attendance

Demonstrates appropriate playing/singing skills

Demonstrates appropriate reading skills

Participates in group/ensemble

Understands music terminology and symbols

Comments:

Art

Uses time wisely

Demonstrates good conduct

Demonstrates grade level art skills

Graded work

Comments:

Student Name: _____

Teacher: _____

Physical Education				
Participates in class activities				
Demonstrates appropriate skill development				
Demonstrates appropriate cognitive skills through testing				
Demonstrates positive attitude toward subject				
Demonstrates teamwork				
Demonstrates sportsmanship				
Overall performance				
Comments:				

Moral Focus				
Justice – the principle of just dealing or right action				
Accepts responsibility for own actions				
Demonstrates compassion and kindness				
Temperance – moderation in thought, action, or feeling				
Completes assignments on time				
Submits homework on time				
Uses time wisely				
Works without disturbing others				
Prudence – the ability to govern and discipline oneself				
Displays good manners				
Displays self-control				
Respectful of property, other students, and adults				
Works cooperatively				
Fortitude – the strength of mind to endure with courage				
Follows directions				
Listens attentively				
Works independently				
Comments:				

French/Elective				
Work Habits				
Social Behavior				
Comments:				

Spanish/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Latin/Elective				
Work Habits				
Social Behavior				
Comments:				

Computers-Technology/Elective				
Work Habits				
Social Behavior				
Comments:				

Chess/Elective				
Work Habits				
Social Behavior				
Comments:				

Drama/Elective				
Work Habits				
Social Behavior				
Comments:				

Book Club/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Odyssey of the Mind/Elective				
Work Habits				
Social Behavior				
Comments:				

Physical Education/Elective				
Work Habits				
Social Behavior				
Comments:				

Science Olympiad/Elective				
Work Habits				
Social Behavior				
Comments:				

Civics/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Senate/Elective				
Work Habits				
Social Behavior				
Comments:				

Yearbook/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Leadership/Elective				
Work Habits				
Social Behavior				
Comments:				

Journalism/Elective				
Work Habits				
Social Behavior				
Comments:				

Study Skills/Elective				
Work Habits				
Social Behavior				
Comments:				

Health and Fitness/Elective				
Work Habits				
Social Behavior				
Comments:				

Student Name: _____ Teacher: _____

Final Comments:

Report Card Legend

Letter Grade	Remarks
A	Excellent
B	Good
C	Satisfactory
D	Needs Improvement
F	Does not meet requirements

Skill Scale	Remarks
4	Student shows accuracy, appropriateness, quality, and originality.
3	Can apply the skill or concept correctly and independently.
2	Shows some understanding. Errors or misunderstandings occur. Teacher reminders, hints, and suggestions are necessary.
1	Cannot complete the task or skill independently. Shows little understanding of the concept. Quality is lacking.

Assigned to : _____ Grade

Student Name: _____ Teacher: _____

BLOOM'S TAXONOMY SEVENTH GRADE

Based on *Bloom's Taxonomy*—Developed by
Linda G. Barton, M.S. Ed. EDUPRESS EP 504

QUICK QUESTIONS FOR CRITICAL THINKING



Bloom's Taxonomy Quick Questions for Critical Thinking

Introduction

Bloom's Taxonomy divides the way people learn into three domains. One of these is the *cognitive* domain which emphasizes intellectual outcomes. This domain further divides into categories which are arranged progressively from the lowest level of thinking, simple recall, to the highest, evaluating information.

Quick Questions for Critical Thinking can be used in the home, classroom or workplace to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Find the box containing the level you wish to challenge. Use the **Key Words** as guides to structuring questions and tasks. Finish the **Questions** with content appropriate to the learner.

Level I

Knowledge: Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers.

Key Words: who what why when omit where which
 choose find how define label show spell
 list match name relate tell recall select

Questions:

* What is ... ?	* How is ... ?
* Where is ... ?	* When did _____ happen?
* How did _____ happen?	* How would you explain ... ?
* Why did ... ?	* How would you describe ... ?
* When did ... ?	* Can you recall ... ?
* How would you show ... ?	* Can you select ... ?
* Who were the main ... ?	* Can you list the three ... ?
* Which one ... ?	* Who was ... ?

Level I - Knowledge

Level II

Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key Words:

compare	contrast	demonstrate	interpret	explain
extend	illustrate	infer	outline	relate
rephrase	translate	summarize	show	classify

Questions:

- * How would you classify the type of ... ?
- * How would you compare ... ? contrast ... ?
- * Will you state or interpret in your own words ... ?
- * How would you rephrase the meaning ... ?
- * What facts or ideas show ... ?
- * What is the main idea of ... ?
- * Which statements support ... ?
- * Can you explain what is happening ... ? what is meant ... ?
- * What can you say about ... ?
- * Which is the best answer ... ?
- * How would you summarize ... ?

Level II - Comprehension**Level III**

Application: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

Key Words:

apply	build	choose
construct	develop	interview
make use of	organize	experiment with
plan	select	solve
utilize	model	identify

Questions:

- * How would you use ... ?
- * What examples can you find to ... ?
- * How would you solve _____ using what you've learned ... ?
- * How would you organize _____ to show ... ?
- * How would you show your understanding of ... ?
- * What approach would you use to ... ?
- * How would you apply what you learned to develop ... ?
- * What other way would you plan to ... ?
- * What would result if ... ?
- * Can you make use of the facts to ... ?
- * What elements would you choose to change ... ?
- * What facts would you select to show ... ?
- * What questions would you ask in an interview with ... ?

Level III - Application

Level IV

Analysis: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Key Words:	analyze	categorize	classify
	compare	contrast	discover
	dissect	divide	examine
	inspect	simplify	survey
	take part in	test for	distinguish
	list	distinction	theme
	relationships	function	motive
	inference	assumption	conclusion

- Questions:**
- * What are the parts or features of ... ?
 - * How is _____ related to ... ?
 - * Why do you think ... ?
 - * What is the theme ... ?
 - * What motive is there ... ?
 - * Can you list the parts ... ?
 - * What inference can you make ... ?
 - * What conclusions can you draw ... ?
 - * How would you classify ... ?
 - * How would you categorize ... ?
 - * Can you identify the different parts ... ?
 - * What evidence can you find ... ?
 - * What is the relationship between ... ?
 - * Can you make a distinction between ... ?
 - * What is the function of ... ?
 - * What ideas justify ... ?

Level IV - Analysis

Level V

Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words:

build	choose	combine
compile	compose	construct
create	design	develop
estimate	formulate	imagine
invent	make up	originate
plan	predict	propose
solve	solution	suppose
discuss	modify	change
original	improve	adapt
minimize	maximize	delete
theorize	elaborate	test
improve	happen	change

Questions:

- * What changes would you make to solve ... ?
- * How would you improve ... ?
- * What would happen if ... ?
- * Can you elaborate on the reason ... ?
- * Can you propose an alternative ... ?
- * Can you invent ... ?
- * How would you adapt _____ to create a different ... ?
- * How could you change (modify) the plot (plan) ... ?
- * What could be done to minimize (maximize) ... ?
- * What way would you design ... ?
- * What could be combined to improve (change) ... ?
- * Suppose you could _____ what would you do ... ?
- * How would you test ... ?
- * Can you formulate a theory for ... ?
- * Can you predict the outcome if ... ?
- * How would you estimate the results for ... ?
- * What facts can you compile ... ?
- * Can you construct a model that would change ... ?
- * Can you think of an original way for the ... ?

Level V - Synthesis

Level VI

Evaluation: Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words:

award	choose	conclude
criticize	decide	defend
determine	dispute	evaluate
judge	justify	measure
compare	mark	rate
recommend	rule on	select
agree	appraise	prioritize
opinion	interpret	explain
support	importance	criteria
prove	disprove	assess
influence	perceive	value
estimate	influence	deduct

Questions:

- * Do you agree with the action ... ? with the outcome ... ?
- * What is your opinion of ... ?
- * How would you prove ... ? disprove ... ?
- * Can you assess the value or importance of ... ?
- * Would it be better if ... ?
- * Why did they (the character) choose ... ?
- * What would you recommend ... ?
- * How would you rate the ... ?
- * What would you cite to defend the actions ... ?
- * How would you evaluate ... ?
- * How could you determine ... ?
- * What choice would you have made ... ?
- * What would you select ... ?
- * How would you prioritize ... ?
- * What judgment would you make about ... ?
- * Based on what you know, how would you explain ... ?
- * What information would you use to support the view ... ?
- * How would you justify ... ?
- * What data was used to make the conclusion ... ?
- * Why was it better that ... ?
- * How would you prioritize the facts ... ?
- * How would you compare the ideas ... ? people ... ?

Level VI - Evaluation

**LANGUAGE ARTS
SEVENTH GRADE**
Reading/Grammar

**Content Standards and Objectives
Instructional Collection
NHA Library Media Centers
The Shurley Method
Why The Shurley Method?
The Shurley Method Assessment**



Middle School Language Arts Standards and Grade Level Benchmarks

I. MEANING AND COMMUNICATION

Content Standard 1: All students will read and comprehend general and technical material.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.	X	
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	X	
3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	X	X
4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.	X	X
5. Respond to a variety of oral, visual, written, and electronic texts, by making connections to their personal lives and the lives of others.	X	

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.	X	X
2. Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.	X	X
3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective and effect.	X	X
4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.	X	X

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Objective	Lessons	
	Core Knidg	Shurley Method
1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a career exploration.	X	
2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.		X
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.	X	X
4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.		X
5. Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.		X
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.		X
7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification which characters and multiple points of view.		X
8. Express their responses and make connections between oral, visual, written, and electronic texts, and their own lives.		X

II. LANGUAGE

Content Standard 4: All students will use the English language effectively.

Objective	Lessons	
	Core Knidg	Shurley Method
1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.	X	
2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.		X
3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.	X	
4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.	X	
5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.		

Middle School Language Arts Standards and Grade Level Benchmarks

III. LITERATURE

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	X	
2. Describe and discuss shared issues in the human experiences that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.	X	
3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.	X	
4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.	X	
5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.	X	

IV. VOICE

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.		X
2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.		X
3. Compare and contrast the style and characteristics of individual authors, speakers and illustrators and how they shape text and influence their audiences' expectations	X	X
4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.	X	X

Middle School Language Arts Standards and Grade Level Benchmarks

V. SKILLS AND PROCESSES

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Objective	Lessons	
	Core Knidg	Shurley Method
1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.	X	X
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.	X	X
3. Reflect on their developing literacy, set learning goals, and evaluate their progress.	X	
4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of text for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.	X	X

VI. GENRE AND CRAFT OF LANGUAGE

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics -- including text structure, figurative and descriptivelanguage, spelling, punctuation, and grammar -- to construct and convey meaning.

Objective	Lessons	
	Core Knidg	Shurley Method
1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.	X	
2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.	X	
3. Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.	X	
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.	X	
5. Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.	X	

Middle School Language Arts Standards and Grade Level Benchmarks

VII. DEPTH OF UNDERSTANDING

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.	X	
2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.	X	
3. Develop a thesis using key concepts, supporting evidence, and logical argument.	X	X

VII. IDEAS IN ACTION

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.	X	
2. Perform the daily functions of a literary individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.	X	X
3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem.	X	X

VIII. INQUIRY AND RESEARCH

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	X	X
3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	X	X
4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.	X	X

IX. CRITICAL STANDARDS

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and other's oral, written, and visual texts.

Objective	Lessons	
	Core Knldg	Shurley Method
1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.	X	
2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.	X	
3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	X	X
4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.	X	X
5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.	X	

Seventh Grade-Instructional Collection
Core Knowledge

POETRY:

Annabel Lee (Edgar Allan Poe)
Because I could not stop for Death (Emily Dickinson)
The Charge of the Light Brigade (Alfred Lord Tennyson)
The Chimney Sweeper (both versions from *The Songs of Innocence* and *The Songs of Experience*; William Blake)
The Cremation of Sam McGee (Robert Service)
Dulce et Decorum Est (Wilfred Owen)
Fire and Ice; Nothing Gold Can Stay (Robert Frost)
Heritage (Countee Cullen)
Macavity: The Mystery Cat (T.S. Eliot)
The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes)
This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)

ESSAYS/SPEECHES:

Shooting an Elephant (George Orwell)
The Night the Bell Fell (James Thurber)
Declaration of War on Japan
(Franklin D. Roosevelt)

SHORT STORIES:

"The Gift of the Magi" (O. Henry)
"The Necklace" (Guy de Maupassant)

NOVELS:

The Call of the Wild (Jack London)
The Prince and the Pauper
(Mark Twain)

AUTOBIOGRAPHY:

Diary of a Young Girl (Anne Frank)

DRAMA:

Cyrano de Bergerac (Edmond Rostand)

Notes/Comments:

National Heritage Academies Library Media Centers

The mission of the library media program at National Heritage Academies is to provide the students and educators with equitable access to information, ideas, and learning/teaching tools. The library media centers at National Heritage Academies are a growing resource of information for the staff and students. Resources include books, videos, periodicals, online reference resources, traveling projection systems and various teacher workbooks and posters. Many schools include video cameras, digital cameras and other technology for circulation. Our collections are developed to support the curriculum and provide students with literature. An OPAC system (online card catalog) is available at each computer terminal in each school building. Searching for materials can be done from the classroom as well as the library media center.

In order to support the curriculum and the activities taking place at each individual school, students may use the Library Media Center for research, study, reading, browsing, fact-finding and any other educational purpose. Students are encouraged to visit the library media center during school hours--either individually or as a class. Each building will prepare a schedule for weekly class visits and/or individually arranged class visits.

Materials are checked out to students for one week. If a student wishes to renew a book, he/she may do so at any time. It is important for the books to be returned on time and in good condition.

If a book is lost or damaged, the student is held responsible for that book. The student will be notified of the cost of the book and be expected to reimburse the school for the damaged or unreturned property. The amount charged will be the original purchase price of the book. If books are not returned or paid for, report cards may be held.

Accelerated Reader (AR) is a motivational reading program that is networked throughout National Heritage Academies. The program deals with individual reading levels, reading comprehension, and assessment. It involves reading books, taking quizzes on the computer and the earning of points. Many of our schools have an established school wide-program that is run by the teachers and/or library staff. In other schools, teachers use AR individually with their classes. The staff and/or administration at each school determine how this program is facilitated.

Teachers and staff are welcome at any time in the library media center to browse, search, and check out materials. They are encouraged to contact the librarian with any special requests for materials. Librarians are available to meet with teachers for planning purposes or curriculum needs.

The library media center at a National Heritage Academies school strives to be a fountain of information for growing, learning, and fun. Welcome!

SHURLEY GRAMMAR METHOD

The approach used by The Shurley Method is active learning, with students physically and cognitively engaged in the learning process. Success in learning Shurley English is predicated on the reinforcement of language skills. Students memorize rhyming jingles for each of the parts of speech. In unison, they chant these jingles in a kind of language symphony until they have internalized the concepts of nouns and verbs. A Shurley classroom is one of energized learning, where students teach as well as learn. They move back and forth from group activities to independent learning exercises, from a mastery of grammar skills to creative writing exercise. In fact, students, almost without exception, beg for more class time to write.

Despite the fact that memorization and repetition have not been in vogue in recent years in American schools, they are fundamental to the success of the Shurley Method. Rarely does a Shurley student return to classes at the start of a new school year needing to be retaught concepts he/she mastered during the previous school year. The retention is permanent.

The Shurley Program provides students with two important ingredients for success: a love of the English language and the ability to use the English language correctly with ease and confidence.

WHY THE SHURLEY METHOD?

- *The Shurley Method* is the end result of twenty-five years of research. Actual classroom situations and the learning needs of students were used to develop this exciting English program.
- *The Shurley Method* never teaches concepts in isolation. A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students always have a clear picture of how to write complete sentences.
- Students are constantly exposed to “see it, hear it, say it, do it,” activities that meet the visual, auditory, and kinesthetic learning types of students.
- *The Shurley Method* successfully teaches language skills to students with different learning abilities and to students who learn English as a second language.
- *The Shurley Method* uses repetition, fun and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in *The Shurley Method* for the students. Then the students actively participate with the teacher as the steps are practiced.
- *The Shurley Method* provides enough repetition to master each concept taught. Lessons include daily practice of old skills while new skills are being added.
- The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills.
- Students’ grammar and writing skills are used automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.
- The most important effect of *The Shurley Method* on students may not be their increased grasp of language and improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

THE SHURLEY METHOD ASSESSMENT

3-Day Rotation Schedule Assessment

Day 1 – Teach

(No test will be given to students on Day 1.)

1. Vocabulary and Definition Time
2. Introduce the new grammar concept and classify sentences orally.
3. Leave classified sentences on the board or transparency for Oral Skill Builder Check.
4. Write a Practice Sentence and an Improved Sentence with your class.

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Teach the other English concepts that will be tested.
4. Erase the board or remove the transparency and give the student worksheet as a test. Students are tested on the same sentences that they have classified orally together. This helps students gain the confidence to work with many skills independently and helps weak readers concentrate on learning English skills without struggling with reading vocabulary.

Day 3 – Teach and Check

(Hand the tests back)

1. Vocabulary and Definition Time.
2. Classify same sentences orally (again).
3. Leave classified sentences on the board or transparency as a visual aid when checking student tests.
4. Discuss mistakes and how to improve.

2-Day Rotation Schedule (Skip Day 1 – Oral Day)

Day 2 – Review, Teach, and Test

(Tests will be given to students. You will use one test sheet every 3 days.)

1. Review grammar by classifying sentences.
2. Teach the other English concepts that will be tested.
3. Give students the worksheet as a test.

Day 3 – Review and Check

1. Review grammar by classifying sentences.
2. Hand test back. Discuss mistakes and how to improve.

Checking Options

Teacher Graded: Select one or two sentences from the top section and several items from the bottom section to check for a grade. Then have students check the rest of the sheet with you as a practice exercise. Use a teacher-directed word-by-word check. Students focus not only on mistakes but also on correct responses. This will show them the mistakes they made, and they can use this knowledge to do better on the next test.

Student Graded: Train double checkers to help weak checkers and to grade absent students' papers.