



Charter Schools Institute
State University of New York

BUFFALO UNITED CHARTER SCHOOL

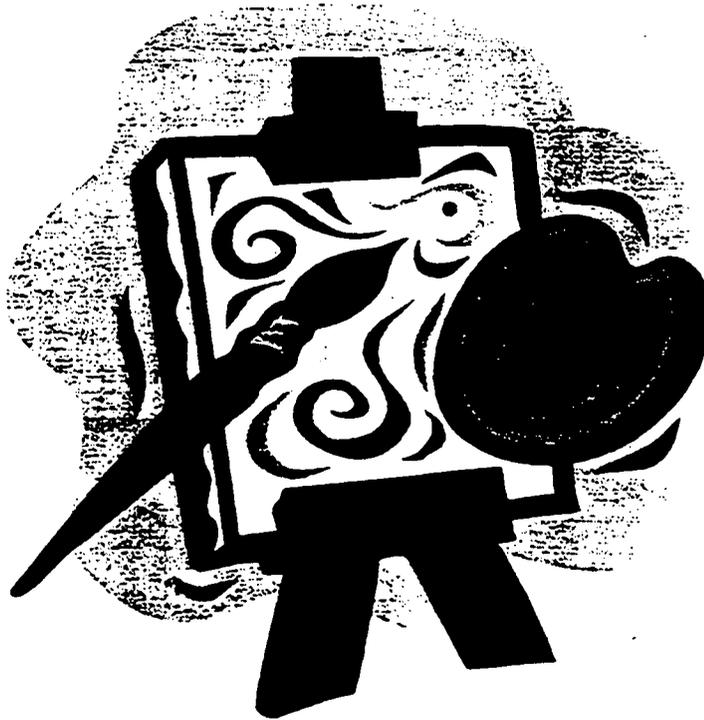
FINAL CHARTERED AGREEMENT
Section 2852(5) Submission to the Board of Regents

Volume 4 of 9

REDACTED APPLICATION

VISUAL ARTS FIRST GRADE

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

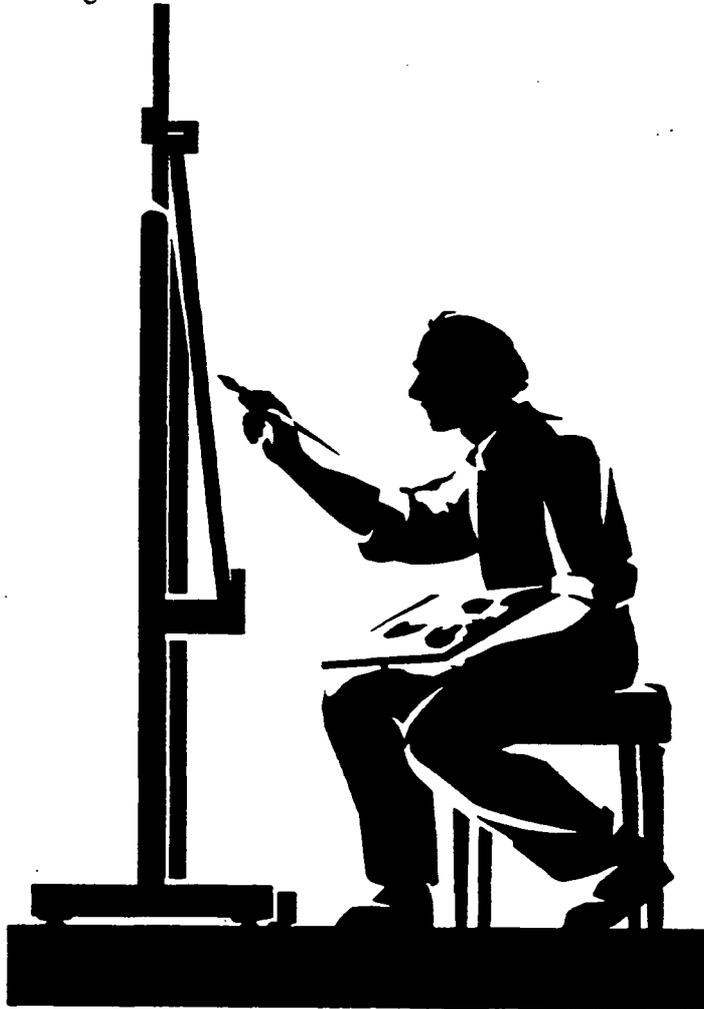


Visual Arts Mission Statement National Heritage Academies

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> |
|--|

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 1

| Content Standards |
|---|
| First Grade students will: |
| 1. Contemplate meaning in works of art |
| 2. Discuss formal qualities in works of art |
| 3. Connect works of art with historical/cultural context |
| 4. Create artwork expressing personal ideas and observations, working alone and in groups |
| 5. Describe own artwork using art vocabulary |

I. Art from Long Ago

- Look at and discuss
 - Cave paintings
 - Art of Ancient Egypt
 - Great Sphinx
 - Mummy cases: Tutankhamen's coffin
 - Bust of Queen Nefertiti

II. Elements of Art

A. COLOR

- Know red, yellow, and blue are commonly referred to as the "primary colors," and that
 - blue + yellow = green
 - blue + red = purple
 - red + yellow = orange
 - mixing equal parts of red, yellow, and blue produces black
- Observe the use of color in
 - Claude Monet, *Tulips in Holland*
 - James A. McNeill Whistler, *Arrangement in Black and Gray* (also known as *Whistler's Mother*)
 - Diego Rivera, *Pinata*

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
- Observe how different lines are used in
Jacob Lawrence, *Parade*
Henri, Matisse, *The Swan*
Georgia O'Keefe, one of her *Shell* paintings

C. SHAPE

- Recognize basic geometric shapes--square, rectangle, triangle, circle, oval--in nature, manmade objects, and artworks, including
Jacob Lawrence, *Parade*
Grant Wood, *Stone City, Iowa*

D. TEXTURE

- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in
American Indian Masks
Edgar Degas, *Little Fourteen-Year-old Dancer* (also known as *Dressed Ballet Dancer*)
Albrecht Dürer, *Young Hare*

III. Kinds of Pictures: Portrait and Still Life

- Recognize as a portrait or self-portrait
Leonardo da Vinci, *Mona Lisa*
Francisco Goya, *Don Manuel Osorio Manrique de Zuniga*
Vincent van Gogh, *Self-portrait (1889)*
- Recognize as a still life
Vincent van Gogh, *Irises*
Paul Cézanne, studies with fruit, such as *Apples and Oranges*
- Recognize as a mural (a painting on a wall)
Diego Rivera, *The History of Medicine in Mexico*



**MUSIC
FIRST GRADE**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 1-2000**



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.



First Grade Content Standards

| The Student Will: |
|--|
| A. Recognize a steady beat; moving to a beat; play a steady beat, recognize accents |
| B. Move responsively to music |
| C. Recognize short and long sounds |
| D. Discriminate between fast and slow |
| E. Discriminate between obvious (high and low) differences in pitch |
| F. Discriminate between loud and soft |
| G. Understand that melody can move up and down |
| H. Hum the melody while listening to music |
| I. Echo short rhythms and melodic patterns |
| J. Play simple rhythms and melodies |
| K. Recognize like and unlike phrases |
| L. Recognize that music has timbre or tone color |
| M. Sing unaccompanied, accompanied, and in unison |
| N. Understand the following notation: quarter note; paired eighth notes; quarter rest |
| O. Develop improvisation skills |
| P. Identify and imitate mi, sol, and la pitches |
| Q. Write simple rhythmic and melodic dictation |
| R. Develop listening skills and appreciation in accordance with grade level objectives |
| S. Begin to 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 (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 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 1 - 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

| | | | | |
|---------------|---|--------|-------|-------|
| 0-02-295384-1 | Big Book | 360.00 | _____ | _____ |
| 0-02-295367-1 | Pupil Edition | 38.07 | _____ | _____ |
| 0-02-295387-6 | Teacher's Edition (with Piano Accompaniment) | 111.00 | _____ | _____ |
| 0-02-295376-0 | Teacher's Edition | 72.00 | _____ | _____ |
| 0-02-295414-7 | Teacher's Resource Package | 96.00 | _____ | _____ |
| 0-02-295423-6 | Teacher's Resource Masters | 17.25 | _____ | _____ |
| 0-02-295431-7 | Signing for Primary Grades, Gr. K-2 | 12.00 | _____ | _____ |
| 0-02-295407-4 | Orchestrations for Orff Instruments | 9.00 | _____ | _____ |
| 0-02-295495-3 | Listening Map Transparencies | 45.00 | _____ | _____ |
| 0-02-295436-8 | Compact Discs | 399.00 | _____ | _____ |

ADDITIONAL COMPONENTS

| | | | | |
|---------------|---|-------|-------|-------|
| 0-02-295444-9 | Musica para todos for Primary Grades, Gr. K-2 | 5.22 | _____ | _____ |
| 0-02-295364-7 | Share World Music: Songs from Asia and Oceania, Gr. K-6 | 5.22 | _____ | _____ |
| 0-02-295365-5 | Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6 | 48.00 | _____ | _____ |

VIDEOTAPE PACKAGES

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295479-1 | Signing Videotape for Primary Grades, Gr. K-2 | 36.99 | _____ | _____ |
| 0-02-295481-3 | Instrument Sounds Videotape, Gr. K-3 | 36.99 | _____ | _____ |
| 0-02-295481-3 | Music and Movement Videotape, Gr. K-3 | 36.99 | _____ | _____ |
| 0-02-295488-0 | The Mariachi Tradition Videotape, Gr. 1-8 | 38.49 | _____ | _____ |

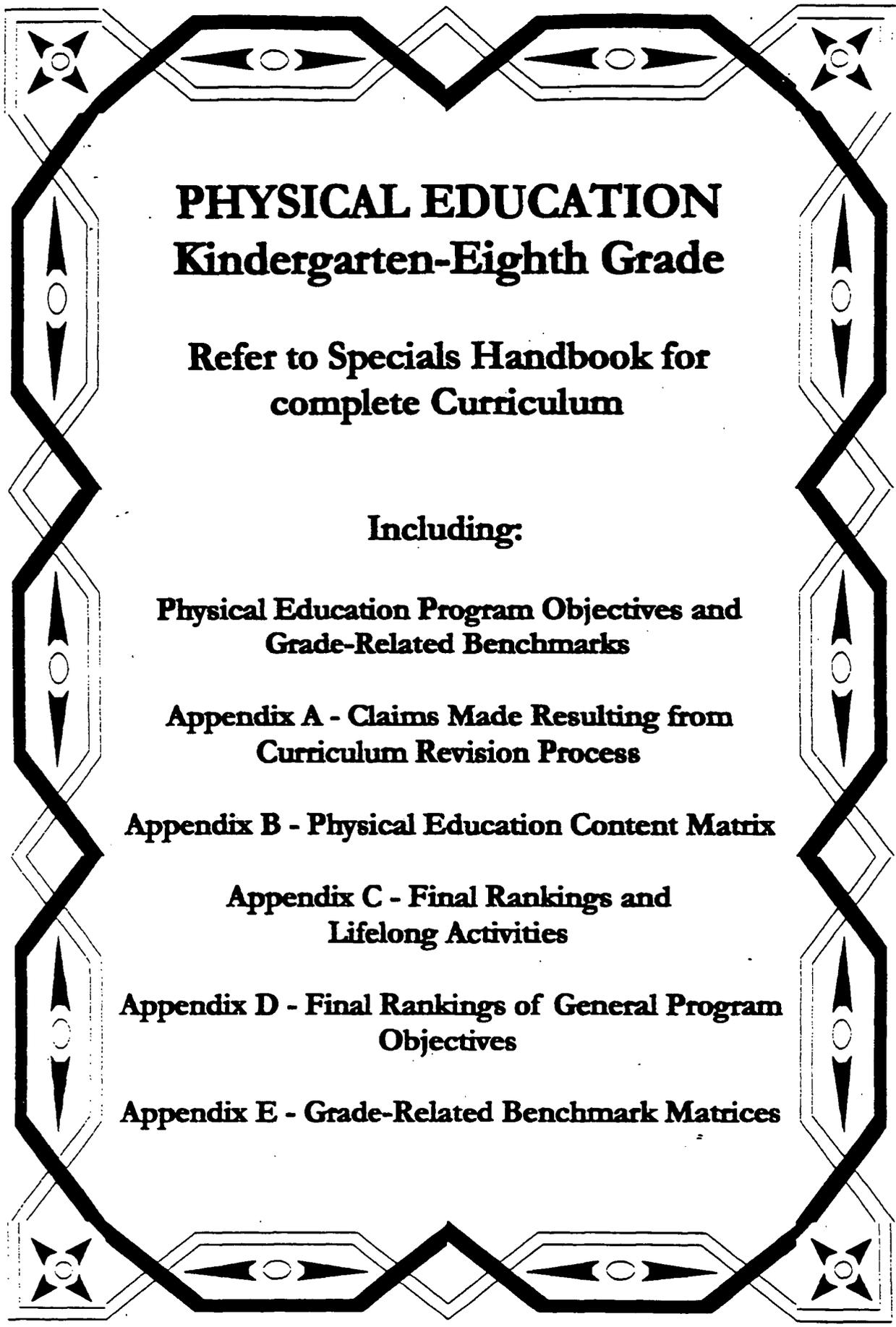
TECHNOLOGY

MUSIC WITH MIDI

| | | | | |
|---------------|--------------------------|--------|-------|-------|
| 0-02-295458-9 | Standard Package | 88.08 | _____ | _____ |
| 0-02-295464-3 | Site License Package | 333.00 | _____ | _____ |
| 0-02-295470-8 | District License Package | 828.00 | _____ | _____ |

MIDISAURUS CD-ROM

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295528-3 | MiDisaurus CD-ROM (Hybrid Mac/Win), Gr. 1-3 | 79.95 | _____ | _____ |
|---------------|--|-------|-------|-------|



**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**

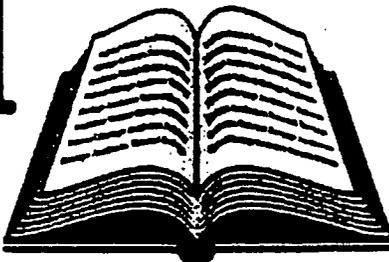
**Appendix D - Final Rankings of General Program
Objectives**

Appendix E - Grade-Related Benchmark Matrices

Second Grade

Curriculum Handbook 2001-2002

National Heritage Academies™



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 |
| Dayid 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 |

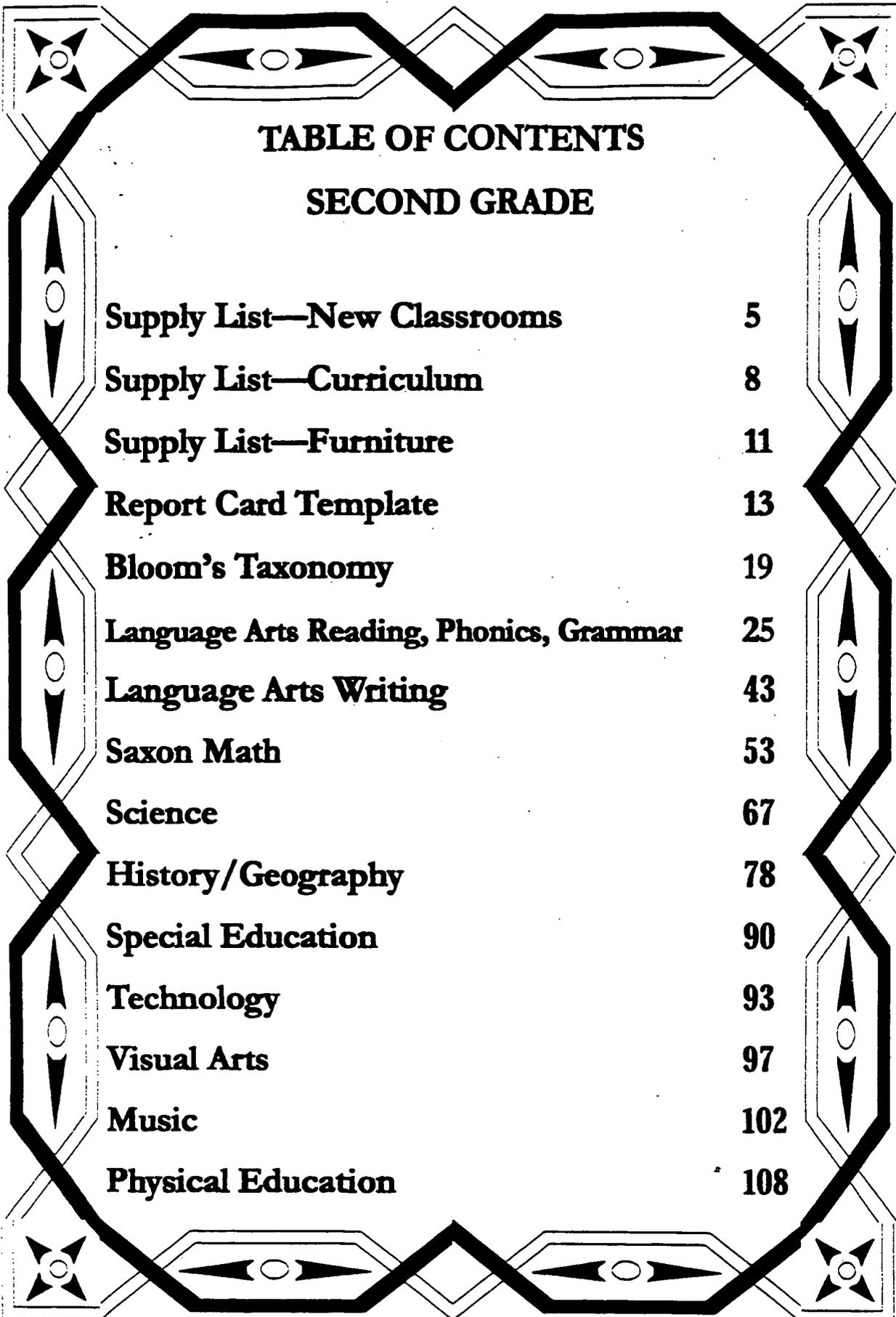


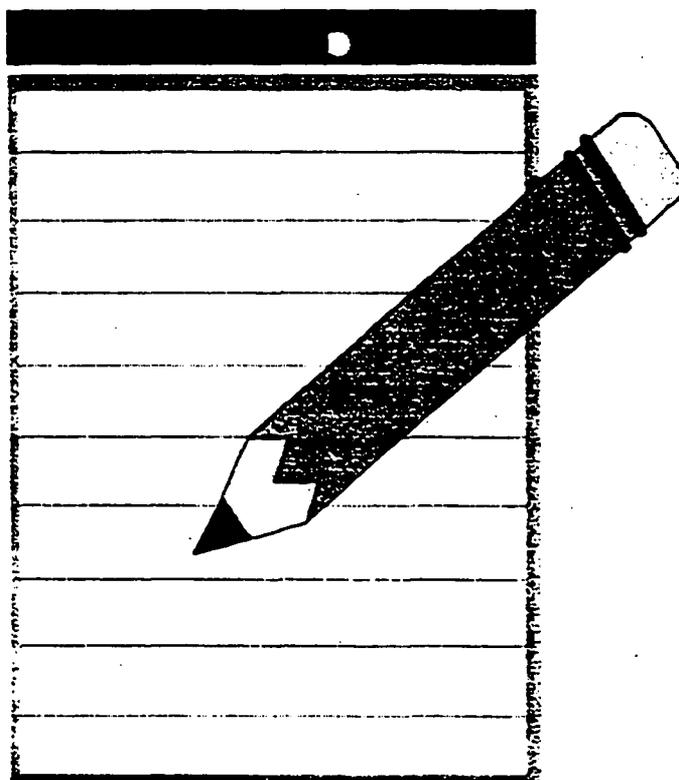
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SUPPLY LIST SECOND GRADE

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

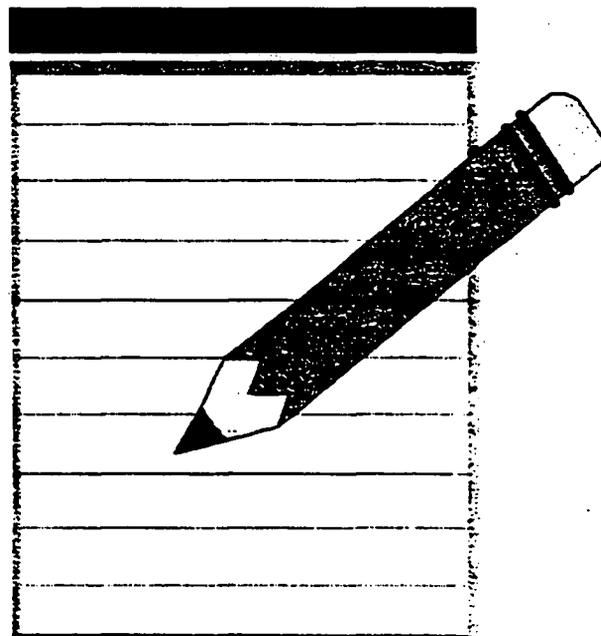


| KINDERGARTEN - SECOND GRADE: START-UP SUPPLY LIST | | | | | | |
|---|------|---------|-------------------------------------|------|------------|-------------|
| QTY ORD. | UNIT | STOCK # | DESCRIPTION | PAGE | UNIT PRICE | TOTAL PRICE |
| 2 | DZ | 017673 | BEGINNERS PENCIL W/ ERASER | 16 | 2.80 | 5.60 |
| 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 |
| 6 | EA | 038850 | CLASS. SEL. HIGHLIGHTER - YELLOW | 25 | 0.14 | 0.84 |
| 12 | ST | 408115 | WATERCOLOR MARKER ST/12 | 26 | 1.78 | 21.36 |
| 1 | ST | 059178 | FINE VIS-A-VIS PEN SET/4 | 253 | 2.66 | 2.66 |
| 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 |
| 2 | BX | 061092 | SF4 SPEEDPOINT STAPLES | 41 | 1.91 | 3.82 |
| 1 | EA | 000354 | 9" TEACHER SHEARS | 43 | 4.50 | 4.50 |
| 1 | EA | 371774 | 8" BENT TRIMMER SHEARS | 43 | 1.52 | 1.52 |
| 6 | EA | 201275 | 5.25" SHARP RH/LH SCISSORS | 44 | 0.99 | 5.94 |
| 24 | EA | 003390 | 4" CUSHION GRIP BLUNT SCISSOR | 45 | 0.74 | 17.76 |
| 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 | 023254 | ASSORTED PORTFOLIO BX/25 | 59 | 4.85 | 4.85 |
| 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 |
| 4 | EA | 040263 | #75 WEBSTER ELEM. DICTIONARY | 732 | 10.66 | 42.64 |
| 1 | EA | 038434 | TI-34 SCIENTIFIC CALCULATOR | 79 | 23.76 | 23.76 |
| 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 | 12X18 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 |
| 2 | PK | 053970 | TRU 9"x12" YELLOW CONST. PPR. | 133 | 1.05 | 2.10 |
| 2 | PK | 053976 | TRU 9"X12" FEST-GRN CONST. PPR | 133 | 1.20 | 2.40 |
| 2 | PK | 053979 | TRU 9"x12" TURQ CONST. PPR. | 133 | 1.20 | 2.40 |

| KINDERGARTEN - 2ND GRADE START-UP - PAGE-2 | | | | | | |
|--|------|---------|---------------------------------|-----------------|------------|---------------|
| QTY ORD. | UNIT | STOCK # | DESCRIPTION | PAGE | UNIT PRICE | TOTAL PRICE |
| 2 | PK | 054027 | TRU 9"x12" BLUE CONST. PPR. | 133 | 1.09 | 2.18 |
| 2 | PK | 054039 | TRU 9"x12" WHITE CONST. PPR. | 133 | 0.80 | 1.60 |
| 2 | PK | 054048 | TRU 9"x12" BLACK CONST. PPR. | 133 | 1.05 | 2.10 |
| 2 | PK | 054051 | TRU 9"x12" RED CONST. PPR. | 133 | 1.05 | 2.10 |
| 2 | PK | 054063 | TRU 12"x18" ORANGE CONST. PPR. | 133 | 2.18 | 4.36 |
| 2 | PK | 054090 | TRU 12"x18" SALMON CONST. PPR. | 133 | 1.98 | 3.96 |
| 2 | PK | 054096 | TRU 12"x18" PINK CONST. PPR. | 133 | 2.11 | 4.22 |
| 2 | PK | 054105 | TRU 12"x18" LT. GRN CONST. PPR. | 133 | 1.98 | 3.96 |
| 2 | PK | 054108 | TRU 12"x18" SKY-BLUE CONST PPR | 133 | 1.98 | 3.96 |
| 2 | PK | 054114 | TRU 12"x18" LILAC CONST. PPR. | 133 | 1.98 | 3.96 |
| 2 | PK | 054126 | TRU 12"x18" DK-GRN CONST. PPR. | 133 | 2.41 | 4.82 |
| 2 | PK | 054132 | TRU 12"x18" TAN CONST. PPR. | 133 | 1.98 | 3.96 |
| 2 | PK | 054138 | TRU 12"x18" WM. BRN CONST. PPR | 133 | 1.98 | 3.96 |
| 2 | PK | 054147 | TRU 12"x18" SLATE CONST. PPR. | 133 | 1.98 | 3.96 |
| 2 | PK | 054918 | TRU 18"x24" WHITE CONST. PPR. | 133 | 5.43 | 10.86 |
| 2 | PK | 054921 | TRU 18"x24" YELLOW CONST. PPR. | 133 | 5.43 | 10.86 |
| 2 | PK | 054924 | TRU 18"x24" GREEN CONST. PPR. | 133 | 6.62 | 13.24 |
| 2 | PK | 054927 | TRU 18"x24" BLUE CONST. PPR. | 133 | 5.77 | 11.54 |
| 2 | PK | 054939 | TRU 18"x24" BLACK CONST. PPR. | 133 | 5.43 | 10.86 |
| 2 | PK | 054942 | TRU 18"x24" RED CONST. PPR. | 133 | 5.43 | 10.86 |
| 2 | PK | 216777 | TRU 9"x12" HOL GREEN CONST PPR | 133 | 1.24 | 2.48 |
| 24 | EA | 001287 | DIXON CRAYONS. BOX/8 | 157 | 0.32 | 7.68 |
| 1 | BX | 036837 | 3M 901 TRANSPARENCY FILM | 252 | 10.49 | 10.49 |
| 1 | PK | 631839 | 0471 5 MIL WRITE-ON CLEAR FILM | 252 | 5.87 | 5.87 |
| 1 | EA | 016791 | 24"x36" US FLAG W/ STAFF | 464 | 7.15 | 7.15 |
| 1 | EA | 016794 | ALUMINUM FLAG BRACKET | 465 | 1.12 | 1.12 |
| | | | | SUBTOTAL | | 534.09 |

SUPPLY LIST SECOND 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 |
|----------------------|--------|--|----------|------------------|------------|
| AIMS Education | Second | Where is Water Globe | 1 | \$15.95 | \$15.95 |
| Center for Civic Ed. | Second | Foundations of Democracy Primary Set | 1 | \$270.00 | \$270.00 |
| George F. Cram Co. | Second | U.S./World Discovery Map w/ Landscape | 1 | \$229.50 | \$229.50 |
| Debby & Co. | Second | China | 1 | \$6.95 | \$6.95 |
| Debby & Co. | Second | Civil War | 1 | \$9.95 | \$9.95 |
| Debby & Co. | Second | Elementary Economics | 1 | \$5.99 | \$5.99 |
| Debby & Co. | Second | Geography Rhymes & Chants | 1 | \$11.95 | \$11.95 |
| Debby & Co. | Second | Greece Time Line Poster | 1 | \$2.50 | \$2.50 |
| Debby & Co. | Second | Japan | 1 | \$6.95 | \$6.95 |
| Debby & Co. | Second | Our Fifty States | 1 | \$21.95 | \$21.95 |
| Debby & Co. | Second | Plants | 1 | \$9.95 | \$9.95 |
| Debby & Co. | Second | Plants | 1 | \$5.95 | \$5.95 |
| Debby & Co. | Second | Various Science Books **See AcademyLink Purchase Order form** | | | |
| Educ. Consult. Svc. | Second | Teaching Gifted Kids in the Regular Classroom | 1 | \$25.00 | \$25.00 |
| Educator's Pub. | Second | Spellwell A (1p/s) | 1 | \$3.60 | \$3.60 |
| Educator's Pub. | Second | Spellwell AA (1p/s) | 1 | \$3.60 | \$3.60 |
| Educator's Pub. | Second | Spellwell A & AA, Teacher's Guide | 1 | \$2.00 | \$2.00 |
| Flinn | Second | Various Science Equipment **See AcademyLink Purchase Order form** | | | |
| Frey | Second | Various Science Consumable Supplies **See AcademyLink Purchase Order form** | | | |
| Great Source | Second | Daily Geography | 1 | \$21.95 | \$21.95 |
| Great Source | Second | Daily Geography Student Book (10pk) | 1 | \$21.95 | \$21.95 |
| Great Source | Second | Daily Oral Language | 1 | \$21.95 | \$21.95 |
| Great Source | Second | Daily Oral Language Student Book (10pk) | 1 | \$21.95 | \$21.95 |
| Hampton Brown | Second | Elefonetica and Pan y Canela | 1 | \$1,125.30 | \$1,125.30 |
| Hampton Brown | Second | Level C Complete Program | 1 | \$375.16 | \$375.16 |
| Hampton Brown | Second | Pan y Canela Little Reader Collection | 1 | \$830.82 | \$830.82 |
| Hirsch | Second | Books to Build On | 1 | \$10.95 | \$10.95 |
| Hirsch | Second | Core Knowledge Sequence Content Guidelines | 1 | \$22.50 | \$22.50 |
| Hirsch | Second | Listen, My Children (Poem/Anthology Book) (1p/s) | 1 | \$4.95 | \$4.95 |
| Hirsch | Second | The Schools We Need and Why We Don't Have Them | 1 | \$24.95 | \$24.95 |
| Hirsch | Second | What Your Second Grader Needs to Know | 1 | \$12.95 | \$12.95 |
| Network | Second | Developing an Effective Writing Program | 1 | \$10.00 | \$10.00 |
| Network | Second | Primary Cumulative Writing Folder (25 w/ TE) | 1 | \$20.00 | \$20.00 |
| Network | Second | Strategies For Young Writers | 1 | \$6.00 | \$6.00 |
| Saxon | Second | **24-Student Kit (Including Teacher's Manual) | 1 | \$650.00 | \$650.00 |
| Saxon | Second | **32-Student Kit (Including Teacher's Manual) | 1 | \$800.00 | \$800.00 |

| | | | | | |
|-----------------|--------|--|---|----------|----------|
| Saxon | Second | **Manipulative Kit | 1 | \$445.00 | \$445.00 |
| Saxon | Second | For REFILL ITEMS **See AcademyLink Purchase Order form** | | | |
| Shurley Method | Second | Level 2 Kit 2nd Edition | 1 | \$345.00 | \$345.00 |
| Shurley Method | Second | Level 2 Poster Set | 1 | \$35.00 | \$35.00 |
| Shurley Method | Second | Level 2 Student Workbook (1p/s) | 1 | \$10.00 | \$10.00 |
| Shurley Method | Second | Level 2 Transparency Set | 1 | \$35.00 | \$35.00 |
| SRA/McGraw Hill | Second | Math Explorations and Applications Kit | 1 | 343.95 | \$343.95 |
| SRA/McGraw Hill | Second | Collections For Young Scholars, Vol. 2, Book 1 (1p/s) | 1 | \$29.70 | \$29.70 |
| SRA/McGraw Hill | Second | Collections For Young Scholars, Vol. 2, Book 2 (1p/s) | 1 | \$29.70 | \$29.70 |
| SRA/McGraw Hill | Second | Comprehension Checkpoints | 1 | \$10.80 | \$10.80 |
| SRA/McGraw Hill | Second | Decodable Classroom Set, Level C | 1 | \$332.04 | \$332.04 |
| SRA/McGraw Hill | Second | Explorer's Notebook (1p/s) | 1 | \$9.18 | \$9.18 |
| SRA/McGraw Hill | Second | Explorer's Notebook, Response Guide | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Second | Framework for Effective Teaching, Teacher's Guide, Gr. 2, Book 1 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Second | Framework for Effective Teaching, Teacher's Guide, Gr. 2, Book 2 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Second | Literature Collection (24 titles) | 1 | \$114.63 | \$114.63 |
| SRA/McGraw Hill | Second | Overview Planner | 1 | \$14.04 | \$14.04 |
| SRA/McGraw Hill | Second | Phonics, Fluency & Independent Reading | 1 | \$14.04 | \$14.04 |
| SRA/McGraw Hill | Second | Reading/Writing Skills Practice (1p/s) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Second | Reading/Writing Skills Practice, Teacher's Edition | 1 | \$14.61 | \$14.61 |
| SRA/McGraw Hill | Second | Skills Assessment (3p/s x # of students in class) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Second | Skills Assessment, Teacher's Edition | 1 | \$14.61 | \$14.04 |
| SRA/McGraw Hill | Second | Student Toolbox | 1 | \$219.54 | \$219.54 |
| SRA/McGraw Hill | Second | Teacher Toolbox | 1 | \$440.19 | \$440.19 |
| SRA/McGraw Hill | Second | Transition and Review Kit | 1 | \$370.62 | \$370.62 |
| SRA/McGraw Hill | Second | Reading Labs - OPTIONAL **See AcademyLink Purchase Order form** | | | |
| Zaner Bloser | Second | Desk Strips | 1 | \$20.99 | \$20.99 |
| Zaner Bloser | Second | Handwriting Helper Kit CURSIVE | 1 | \$119.99 | \$119.99 |
| Zaner Bloser | Second | Handwriting Paper Ream | 3 | \$5.99 | \$17.97 |
| Zaner Bloser | Second | Storywriting Paper 1/2 Ream | 3 | \$8.79 | \$26.37 |
| Zaner Bloser | Second | Student Book (1p/s) | 1 | \$8.49 | \$8.49 |
| Zaner Bloser | Second | Wall Strip | 1 | \$20.99 | \$20.99 |
| Zaner Bloser | Second | Teacher's Edition, Practice Masters, and Poster Super Pak | 1 | N/C | |

**SUPPLY LIST
FURNITURE
SECOND GRADE**



2000-2001 FURNITURE TABLES PER ROOM
24 Students Per Classroom

Second, Third and Fourth Grades

| 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 |
| 14 | Student Desks | Artco Bell 9503 Open Front | 24 | NHA |
| 19 | Kidney Table | Artco Bell 1275 48x72 | 1 | NHA |
| 21 | Computer Table | Artco Bell CD60 | 1 | NHA |
| 11 | Medium Chair | Artco Bell 7105 15 1/2" | 29 | NHA |
| 12 | Large Chair | Artco Bell 7107 17 1/2" | 1 | NHA |
| 8B | 3 shelf Bookshelf | Lee Metal 42" | 2 | 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 SECOND GRADE

**Template for 1999-2000
(subject to change)
All teachers will use the
AcademyLink report module
for Fall 2000**



Second Grade Report Card

| | Marking Period | | | |
|---|----------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Reading | | | | |
| Phonics | | | | |
| Sound spelling/blending | | | | |
| Dictation | | | | |
| Reads words in isolation | | | | |
| Reads words in context | | | | |
| Comprehension skills | | | | |
| Reads with fluency | | | | |
| Summarizes stories | | | | |
| Completes story maps | | | | |
| Compares and contrasts reading selections | | | | |
| Comments: | | | | |

| | | | | |
|---|--|--|--|--|
| Language Arts | | | | |
| Grammar | | | | |
| Daily Oral Language | | | | |
| Understands and applies parts of speech | | | | |
| Vocabulary | | | | |
| Dictionary skills | | | | |
| Understands word definitions | | | | |
| Writing | | | | |
| Expresses ideas in complete sentences | | | | |
| Research skills | | | | |
| Book Reports | | | | |
| Knowledge of capitalization and punctuation rules | | | | |
| Knowledge of writing process | | | | |
| Oral Presentation | | | | |
| Correctly applies vocabulary words | | | | |
| Expresses ideas clearly | | | | |
| Comments: | | | | |

| | | | | |
|-----------------------|--|--|--|--|
| Spelling | | | | |
| Applies skills daily | | | | |
| Learns assigned words | | | | |
| Dictation | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

| | | | | |
|--------------------------------|--|--|--|--|
| Penmanship | | | | |
| Manuscript | | | | |
| Manuscript letter formation | | | | |
| Manuscript letter/word spacing | | | | |
| Cursive | | | | |
| Cursive letter formation | | | | |
| Cursive letter/word spacing | | | | |
| Comments: | | | | |

| | | | | |
|---|--|--|--|--|
| Mathematics | | | | |
| Concepts of Whole Numbers and Computation | | | | |
| Estimation | | | | |
| Rounding | | | | |
| Understands concept of story problems | | | | |
| Whole Number Computation | | | | |
| Adds single digit numbers | | | | |
| Subtracts single digits numbers | | | | |
| Adds multi-digit numbers | | | | |
| Adds multi-digit numbers with regrouping | | | | |
| Subtracts multi-digit numbers with borrowing | | | | |
| Basic computation of multiplication problems | | | | |
| Fractions | | | | |
| Knows 1/2, 1/3, 1/4, 1/6, 1/8 | | | | |
| Graphing | | | | |
| Interprets and create graphs | | | | |
| Money | | | | |
| Counts pennies, nickels, and dimes | | | | |
| Counts quarters | | | | |
| Writes amounts using dollar and cent signs | | | | |
| Geometry | | | | |
| Recognizes and names basic geometric shapes and lines | | | | |
| Measurement | | | | |
| Measures using centimeters | | | | |
| Measures using inches | | | | |
| Measures using feet | | | | |
| Time | | | | |
| Tells time to the hour | | | | |
| Tells time to the half hour | | | | |
| Tells time to the nearest five minutes | | | | |
| Assessments | | | | |
| Comments: | | | | |

Student Name: _____ Teacher: _____

History/Geography/Government

Participates in activities and discussions

Demonstrates knowledge of objectives

Projects/Reports

Assessments

Comments:

Science

Participates in activities and discussions

Demonstrates knowledge of objectives

Projects/Reports

Assessments

Comments:

Moral Focus

Justice-the principle of just dealing or right action

Accepts responsibility for own actions

Respectful of property, other students, and adults

Makes wise choices

Temperance-moderation in thought, action or feeling

Demonstrates compassion and kindness

Works without disturbing others

Prudence-the ability to govern or discipline oneself

Completes assignments on time

Completes homework on time

Displays self-control

Uses time wisely

Works cooperatively

Fortitude-the strength of mind to endure with courage

Follows directions

Listens attentively

Works independently

Comments:

Art

Uses time wisely

Demonstrates grade level art skills

Graded work

Demonstrates good conduct

Comments:

Student Name: _____

Teacher: _____

| 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: | | | | |

| 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: | | | | |

Student Name: _____ Teacher: _____

Final Comments:

630

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 SECOND 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: | <table style="width: 100%; border: none;"> <tr> <td>who</td><td>what</td><td>why</td><td>when</td><td>omit</td><td>where</td><td>which</td> </tr> <tr> <td>choose</td><td>find</td><td>how</td><td>define</td><td>label</td><td>show</td><td>spell</td> </tr> <tr> <td>list</td><td>match</td><td>name</td><td>relate</td><td>tell</td><td>recall</td><td>select</td> </tr> </table> | who | what | why | when | omit | where | which | choose | find | how | define | label | show | spell | list | match | name | relate | tell | recall | select |
| who | what | why | when | omit | where | which | | | | | | | | | | | | | | | | |
| choose | find | how | define | label | show | spell | | | | | | | | | | | | | | | | |
| list | match | name | relate | tell | recall | select | | | | | | | | | | | | | | | | |
| Questions: | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> * What is ... ? * Where is ... ? * How did _____ happen? * Why did ... ? * When did ... ? * How would you show ... ? * Who were the main ... ? * Which one ... ? </td> <td style="width: 50%;"> <ul style="list-style-type: none"> * How is ... ? * When did _____ happen? * How would you explain ... ? * How would you describe ... ? * Can you recall ... ? * Can you select ... ? * Can you list the three ... ? * Who was ... ? </td> </tr> </table> | <ul style="list-style-type: none"> * What is ... ? * Where is ... ? * How did _____ happen? * Why did ... ? * When did ... ? * How would you show ... ? * Who were the main ... ? * Which one ... ? | <ul style="list-style-type: none"> * How is ... ? * When did _____ happen? * How would you explain ... ? * How would you describe ... ? * Can you recall ... ? * Can you select ... ? * Can you list the three ... ? * Who was ... ? | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> * What is ... ? * Where is ... ? * How did _____ happen? * Why did ... ? * When did ... ? * How would you show ... ? * Who were the main ... ? * Which one ... ? | <ul style="list-style-type: none"> * How is ... ? * When did _____ happen? * How would you explain ... ? * How would you describe ... ? * Can you recall ... ? * Can you select ... ? * Can you list the three ... ? * 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.

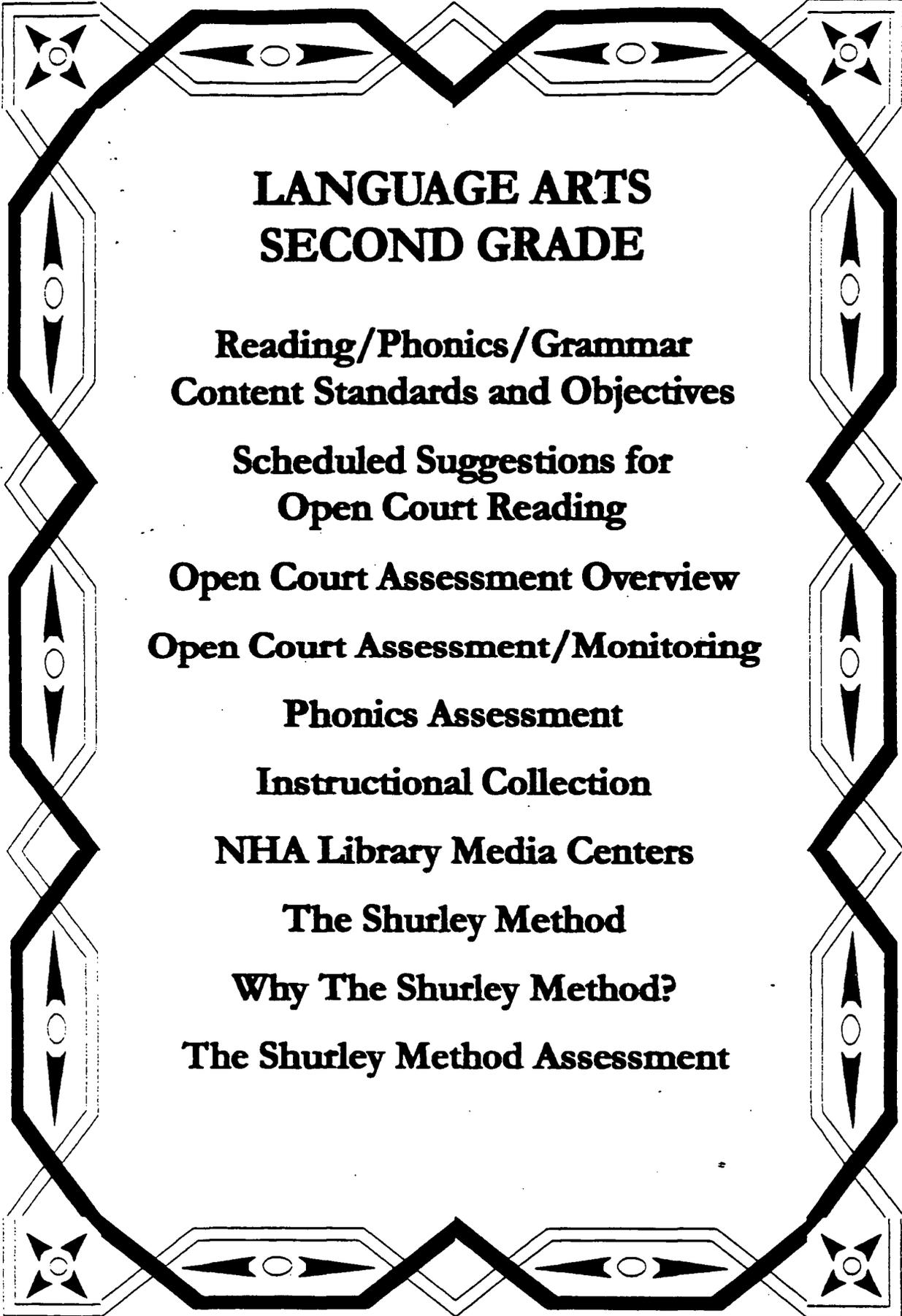
Key Words:

| | | |
|-----------|------------|------------|
| 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 SECOND GRADE

**Reading/Phonics/Grammar
Content Standards and Objectives**

**Scheduled Suggestions for
Open Court Reading**

Open Court Assessment Overview

Open Court Assessment/Monitoring

Phonics Assessment

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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures. | X | X | |
| 2. Read with developing fluency a variety of texts, such as stories, poems, messages, menus, and directions. | X | X | |
| 3. Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting, and generating questions. | X | X | |
| 4. Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other work recognition aids. | X | | |
| 5. Respond to the ideas and feelings generated by oral, visual, written, and electronic texts, and share with peers. | X | X | X |

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

| Objective | Lessons | | |
|---|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions, and letters. | X | | X |
| 2. Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include work selection, sentence variety, and genre. | X | X | X |
| 3. Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others. | X | X | X |
| 4. Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters, and periods. | X | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community. | X | X | |
| 2. Explore the relationships among various components of the communication process such as sender, message, and receiver. An example is understanding how the source of the message affects the receiver's response. | X | X | X |
| 3. Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically, and represent creatively. Examples include sharing text in groups and using an author's/reader's chair. | X | X | |

| | | | |
|--|---|---|--|
| 4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. | X | | |
| 5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, prediction, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. | X | X | |
| 6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources. | X | X | |
| 7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. | X | X | |
| 8. Respond to the ideas or feelings generated by texts and listen to the responses of others. | X | X | |

II. LANGUAGE

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

| Objective | Lessons | | |
|---|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. | X | X | X |
| 2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad. | X | X | X |
| 3. Demonstrate awareness of words that have entered the English language from many cultures. | X | X | X |
| 4. Become aware of and begin to experiment with different ways to express the same idea. | X | X | X |
| 5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. | X | X | X |

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 | | |
|--|------------|------------|----------------|
| | Open Court | 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 | X | |

| | | | |
|---|---|---|--|
| 2. Describe and discuss the similarities of plot and character in literature and other texts from around the world. | X | X | |
| 3. Describe how characters in literature and other texts can represent members of several different communities. | X | X | |
| 4. Recognize the representation of various cultures as well as our common heritage in literature and other texts. | X | X | |
| 5. Explain how characters in literature and other texts express attitudes about one another. | X | 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 | | |
|---|------------|------------|----------------|
| | Open Court | Core Knidg | Shurley Method |
| 1. Identify elements of effective communication that influence the quality of their interactions with others. Examples include use of facial expression, word choice, and articulation. | X | | |
| 2. Experiment with the various voices they use when they speak and write for different purposes and audiences. | X | | X |
| 3. Explore works of different authors, speakers, and illustrators to determine how they present ideas and feelings to evoke different responses. | X | X | |
| 4. Develop a sense of personal voice by explaining their selection of materials for different purposes and audiences. Examples include portfolios, displays, and literacy interviews. | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knidg | Shurley Method |
| 1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining pictures cues, analyzing phonetically, discussing with peers, and using text cues. | X | X | |
| 2. Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning. | X | | |
| 3. Reflect on their emerging literacy, set goals, and make appropriate choices throughout the learning process as they develop the ability to regulate their learning. | X | | |
| 4. Begin to develop and use strategies for planning, drafting, revising, and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping, and proofreading. | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages. | X | | X |
| 2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folk tales. | X | X | |
| 3. Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. | X | X | X |
| 4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape. | X | X | |
| 5. Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood. | X | X | |
| 2. Identify and categorize key ideas, concepts, and perspectives found in texts. | X | X | |
| 3. Draw conclusions based on their understanding of differing views presented in text. | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Make connections between key ideas in literature and other texts and their own lives. | X | X | |
| 2. Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea. | X | X | |

Early Elementary Language Arts Standards and Grade Level Benchmarks

| | | | |
|---|---|---|--|
| 3. Use oral, written, and visual texts to identify and explore school and community issues and problems, and discuss how one individual or group can make a difference. Examples include responding orally, artistically, or in writing about an issue or problem they have studied and/or experienced. | 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 | | |
|---|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for further exploration. | X | X | |
| 2. Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs, and electronic media. | X | X | |
| 3. Organize and interpret information to draw conclusions based on the investigation of an issue or problem. | X | | |
| 4. Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs, and personal or creative stories. | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Identify the qualities of their own oral, visual, and written texts that help them communicate effectively for different purposes. Examples include content, styles, and organizational devices, such as the use of a chronological sequence in the telling of a story. | X | X | |
| 2. Discuss individual and shared standards used for different purposes. | X | X | |
| 3. Discuss choices in reading, writing, speaking, listening, viewing, and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition. | X | X | |
| 4. Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection. | X | X | |
| 5. Recognize that the style and substance of a message reflect the values of a communicator. | X | 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 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

PHONICS ASSESSMENT

Assessment should provide a continuous evaluation system designed to measure change in students' performance, to check their progress, and to detect their strengths and weaknesses. Assessment should help teachers make instructional decisions.

Phonics assessment options:

Monitoring tips included in the teacher's guide, *Framework for Effective Teaching*, are suggestions for observing students informally during a series of lessons covering particular phonemic awareness and phonic skills.

Reproducible Observation Logs and Monitoring allow the teacher to record observations of individual students' progress in phonemic awareness, sound/spelling associations, print awareness, and the reading of connected text.

Second Grade – Instructional Collection

POETRY:

Core Knowledge

Bed in Summer (Robert Louis Stevenson)
Bee! I'm expecting you (Emily Dickinson)
Buffalo Dusk (Carl Sandburg)
Caterpillars (Aileen Fisher)
Discovery (Harry Behn)
Harriet Tubman (Eloise Greenfield)
Hurt No Living Thing (Christina Rossetti)
Lincoln (Nancy Byrd Turner)
Seashell (Federico Garcia Lorca)
Smart (Shel Silverstein)
Something Told the Wild Geese (Rachel Field)
There Was an Old Man with a Beard (Edward Lear)
Who Has Seen the Wind? (Christina Rossetti)
Windy Nights (Robert Louis Stevenson)

READ ALOUD STORIES:

Open Court & Core Knowledge

The Fisherman and His Wife (Brothers Grimm)
The Magic Paintbrush (a folk tale from China)
El Pajaro Cu (a Hispanic folk tale)
Selections from Peter Pan (James M. Barrie)
(What every 2nd gr. should know)
Talk (a West African folk tale)
The Tiger, the Brahman, and the Jackal
(a folk tale from India)
The Tongue-Cut Sparrow (a folk tale from Japan)
The Blind Men and the Elephant
One-Inch Fellow
A Chair for My Mother
The Cloud Book
The Day Jimmy's Boa Ate the Wash
Everybody Needs a Rock
Hill of Fire
Jambo Means Hello
Miss Nelson is Missing
Wagon Wheels
Paul Bunyon (Tall tale)
John Henry (Tall tale)
Pecos Bill (Tall tale)

NOVEL UNITS: (Select four) *Open Court & Core Knowledge*

Emperor's New Clothes (Hans Christian Andersen)
Tikki Tikki Tembo
Now One foot, Now the Other
How the Camel Got His Hump
(a Just-So story by Rudyard Kipling)
Frog and Toad Series

Notes/Comments:

The above selections can all be found in **Listen, My Children.**

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
SECOND 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.

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
- *Promulgates full range of skills
- *Real-world standards

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.

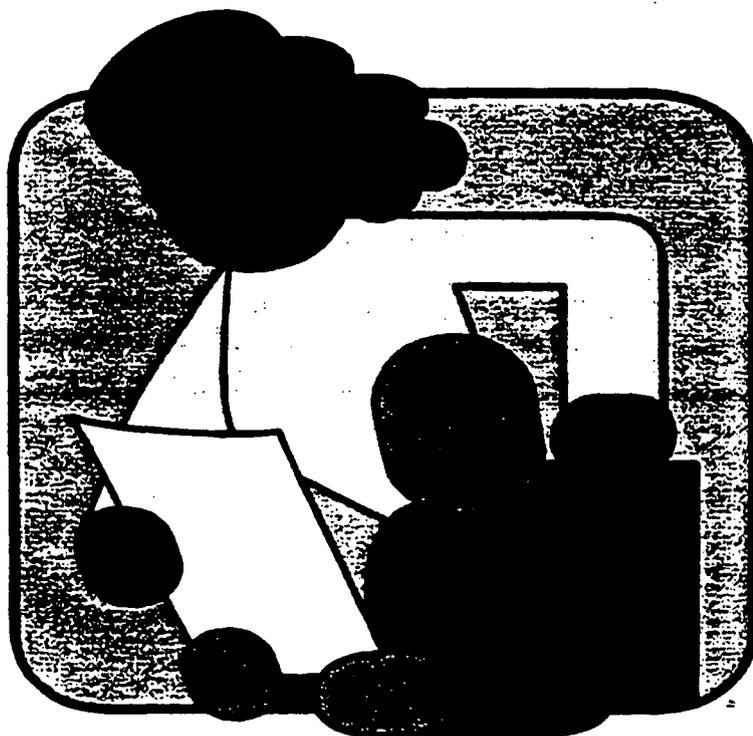
One way to use this survey is to consider carefully your scores on items 3, 9, 14, and 15 – the Critical Four strategies. I have identified these as the Critical Four strategies because high scores in these areas ensure that your writing program is headed in the right direction. It means that students 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
SECOND GRADE**

**Saxon Math
Saxon Math Grades 1-4
Whole Group Pacing
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 GRADES 1-4

Introduction

Saxon's primary mathematics series is a "hands-on," success-oriented program that emphasizes manipulatives and mental math. The series addresses the multisensory approach to teaching and is designed for heterogeneously grouped children. Its use will enable all children to develop a solid foundation in the language and basic concepts of mathematics.

There are five components to Saxon's primary math program: The Meeting, The Lesson, Written Practice, Facts Practice, and Assessment.

1. The Meeting

Each day the children will participate in a beginning-of-the-day math activity called The Meeting. This is a comfortable and predictable routine that is repeated in every grade (K, 1, 2, 3, 4) at appropriate conceptual levels. It is important that The Meeting take place each day when all the children are present. At different times in different grades during The Meeting, the children practice skills related to time, temperature, money, counting, patterning, and problem solving. The language and activities in The Meeting develop as the year progresses and expand on those from the previous grade level. Initially, the teacher leads The Meeting; the children gradually assume this responsibility.

The focal point of The Meeting is the meeting board. It is not necessary to have a single board as long as all of the components are posted in view and within reach of all of the children. Each grade level has instructions in the teacher's manual describing the meeting board for that program. If possible, construct the meeting board in a place where children can sit in a semicircle in front of it.

At the beginning of the school year The Meeting may take longer than the recommended fifteen to twenty minutes. Both teacher and students will be adapting to this daily procedure, and as everyone becomes more familiar and comfortable with the routine, The Meeting will take less time. **Toward the middle of the year the teacher may choose to omit parts of The Meeting that the students have mastered** (except for once or twice a week as review) **so that the pace remains energetic and the content interesting.**

2. The Lesson

The Lesson usually occurs later in the day. During The Lesson, a new objective (increment) is introduced through a carefully selected group activity. Children use materials, engage in discussions, work in groups, and work together to help each other learn. Teachers should not expect children to perform beyond the difficulty level of the presented problems, nor should they worry if a child does not “catch on” during the first encounter with a concept. It is expected that the child will work on problems at the same level of difficulty for several days or weeks before proceeding to the next level of difficulty. The concept will be extended in subsequent Lessons.

In grades 1-4, four Lessons should be completed each week. The extra day of the week can be used for catching up or for math games or projects. The Meeting should take place on the extra day as well. The teacher can use The Meeting from the previous day (or any day that week) by changing the parts to reflect a new day. In weeks containing an Assessment, four Lessons (including the Assessment) should be completed. The Meeting script for the first day of the month also contains The Lesson for that day.

It is important that the teacher not become discouraged at the length of time it takes to complete a Lesson the first few months of the program.

Teachers who have completed an entire school year will assure you that it does get better. You will soon be able to look at a Lesson and decide whether to attempt it in one day or whether to divide it into two days. Don't forget that an extra day each week is built into the program! When dividing a Lesson, we recommend keeping the Facts Practice with The Lesson and doing the Written Practice the following day.

Notes on Manipulatives

Manipulatives are an integral part of the primary math program. Saxon Publishers sells a kit that supplies many of the manipulatives used in *Math K*, *Math 1*, *Math 2*, *Math 3*, and *Math 4*. You may prefer to shop at your local educational supply store or any educational catalog for math supplies. For a list of manipulatives by grade level, refer to the catalog or contact Saxon Publishers at (800) 284-7019.

Tip!

To keep lesson time to a minimum, always be aware of the time it takes to pass out and to collect manipulatives. You can distribute manipulatives in plastic baggies, baskets shared by two or three students, paper cups, or buckets. Items can be stored in the same containers used for distribution. Analysis of distribution procedures can sometimes help make a big difference in the overall length of math time.

3. **Written Practice**

Individual Written Practice is a short practice of the new objective and includes a continual review of previously presented concepts. Written Practice is a part of every Lesson in grades 1-4. Children complete Side A of the Written Practice in class with the teacher's assistance. Side B, which mirrors the examples completed in class, is done at home. Children are encouraged to ask parents for help, if necessary, and to have them check their work. If children have answered a question incorrectly in class, help them correct their work before marking their papers. Children learn from the experience of correcting their mistakes, and it is important that they have the corrected paper to refer to as they complete their homework. Because the Written Practice is being used as a part of the initial learning experience rather than a reflection of what has already been learned, it is corrected but not graded.

4. **Facts Practice**

Children are presented with strategies to help them learn the number facts. They are encouraged to recall the facts through the use of pattern recognition. Children practice the facts orally and monitor their progress in grades 2, 3, and 4 with timed drills (Facts Practice sheets). Children do not compete against one another, but rather with their own past performance. It is expected that children will have automatic fact recall by the end of the third grade. Teachers might consider encouraging students to keep their own record of their scores on fact sheets. This recording helps the students track their own individual progress and promotes a sense of accomplishment.

It is important to practice number facts each day. Depending on the class time available, you may want to have the children practice together in pairs or you may want to practice with the class as a whole.

Facts Practice differs from grade to grade. Grade 1 children practice facts on untimed facts sheets. Prior to working on a fact sheet the students are given class time to practice using their fact cards. The students are encouraged to better their score each time they do a fact sheet.

In *Math 2* the fact sheets are timed. To encourage students, give the first Facts Practice in each series without timing or counting it. Remember that the time allotted can vary depending on the difficulty of the facts. Allow two minutes or a minute and a half instead of the prescribed one-minute limit when these assignments are first introduced. If the majority of the students are not very successful on the final round with a set of facts, use some group practice techniques, and then administer the sheet an extra time. The goal at the beginning of the year is for the students to complete at least fifteen problems correctly by the third time the fact sheet is worked.

The time limit for the fact sheets is reduced to 45 seconds in *Math 3*. Again, this time can be lengthened initially to help the students adjust to the exercise. Some of the strategies used in *Math 2* can also be applied in *Math 3* to encourage the students to excel.

5. **Assessment**

Oral and cumulative written Assessments are built into the program. Each Assessment questions children on skills that have been practiced for at least five Lessons. At grades 1-4, a written Assessment occurs after Lesson 10 and after every five Lessons thereafter. An oral Assessment occurs every ten Lessons. The oral Assessments are short, individual interviews that occur during independent working time and on the extra day that is built into the program. Each oral Assessment may be completed over a period of five days.

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
Temple City, California

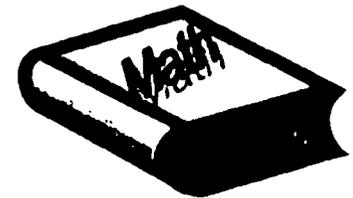
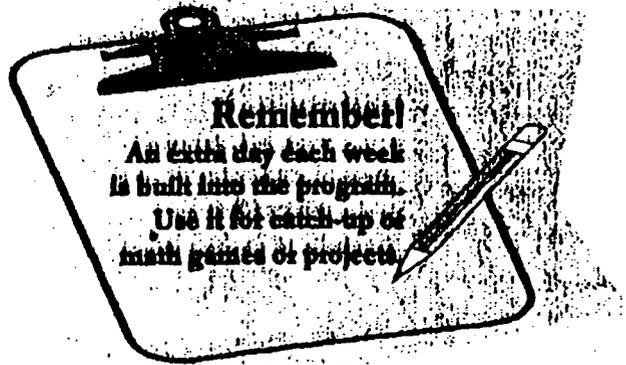
John Saxon
Norman, Oklahoma

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. | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| 2nd | Math K* | 112 | 1-28 | 29-56 | 57-84 | 85-112 |
| 2nd | Math Grade 1 | 132 | 1-32 | 33-65 | 66-97 | 98-130 |
| 2nd | Math Grade 2 | 132 | 1-35 | 36-70 | 71-100 | 101-132 |
| 2nd | Math Grade 3 | 140 | 1-35 | 36-70 | 71-105 | 106-140 |
| 2nd | Math Grade 4 | 140 | 1-35 | 36-70 | 71-105 | 106-140 |

* Does not include 5 lessons found in Meetings



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)

| <i>Objective</i> | <i>Lessons/Methodology</i> |
|--|---|
| 1. Recognize, describe and extend numerical and geometric patterns. | M 1-132 L 6, 7, 9, 10, 17, 50, 75, 76, 91, 110 |
| 2. Represent and record patterns and relationships in a variety of ways, including tables, charts, and pictures. | M 1-132 L 2, 9, 10, 11, 16, 20, 29, 35, 39, 50, 51, 88, 114, 120, 130 |
| 3. Use patterns to describe real-world phenomena. | M 1-132 L 6, 7, 9, 10, 11, 20 |
| 4. Explore various types of numeric and geometric patterns (repeating, growing, shrinking). | M 1-132 L 6, 7, 9, 10, 17, 50, 75, 76, 84, 91, 110 |
| 5. Apply their experiences with patterns to help solve problems and explore new content. | M 1-132 L 6, 7, 9, 10, 11, 17, 50, 75, 76, 84, 91, 110 |

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)

| <i>Objective</i> | <i>Lessons/Methodology</i> |
|---|---|
| 1. Recognize change and variability when it occurs in a variety of settings. | L 23, 30, 40, 48, 57, 70, 80, 90, 110 |
| 2. Recognize that change is often predictable, but variable, and that patterns emerge that help to describe the change. | L 23, 30, 40, 48, 57, 70, 80, 90, 110 |
| 3. Explore change, and realize that changes are frequently interdependent. | L 23, 30, 40, 48, 57, 70, 80, 90, 110 |
| 4. Use tables, charts, open sentences, and hands-on models to represent change and variability. | M 1-132 L 2, 9, 10, 11, 16, 20, 29, 35, 39, 50, 51, 88, 114, 120, 130 |
| 5. Begin to describe and differentiate between types of relationships, especially repeating, growing, and shrinking patterns. | M 1-132 L 6, 7, 9, 10, 17, 50, 75, 76, 84, 91, 110 |
| 6. Explore variability and change in a variety of contexts, investigations and problems. | L 23, 40, 48, 57, 70, 80, 90, 110 |

6/19/01

M=Meetings

L=Lessons

**Saxon Mathematics Curriculum
Grade: 2**

| 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. Recognize and name familiar shapes in one, two, and three dimensions, such as lines, rectangles and spheres and informally discuss the shape of a graph. | L 16, 18, 30, 32, 39, 40, 51, 52, 55, 57, 60, 70, 74, 80, 103, 105, 113, 115, 122, 125 |
| 2. Describe the attributes of familiar shapes. | L 18, 30, 40, 51, 60, 70, 80, 103 |
| 3. Compare, sort, and classify familiar shapes. | L 18, 30, 40, 51, 60, 70, 80, 103 |
| 4. Draw and build familiar shapes. | L 57, 60, 70, 80 |
| 5. Explore ways to combine, dissect, and transform shapes. | L 24, 34, 52, 57, 80, 90, 110 |
| 6. Recognize parallel and perpendicular line segments and figures that have similarity and/or congruence. | L 60, 115, 125 |
| 7. Use shape, shape properties and shape relationships to describe the physical world and to solve problems. | L 16, 18, 30, 32, 39, 40, 51, 52, 55, 57, 60, 70, 74, 80, 103, 105, 113, 115, 122, 125 |
| 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 front, back, inside, outside, right, left, over, under, next to, between and locations on the number line, on a coordinate graph and on a map. | L 2, 55 |
| 2. Locate and describe objects in terms of their orientation, direction and relative position, including up, down, front, back, N-S-E-W, flipped, turned, translated; recognize symmetrical objects and identify their lines of symmetry. | L 52 |
| 3. Explore what happens to the size, shape, and position of an object after sliding, flipping, turning, enlarging, or reducing it. | L 24, 34, 52, 55, 57, 80, 90, 110 |
| 4. Use concepts of position, direction, and orientation to describe the physical world and to solve problems. | L 16, 18, 30, 32, 39, 40, 51, 52, 55, 57, 60, 70, 74, 80, 103, 105, 113, 115, 122, 125 |
| 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. Compare attributes of objects; develop standard units of measurement; and select and use standard tools for measurement. | M 4-132 L 22, 37, 40, 46, 55, 56, 57, 69, 84, 94, 100, 105, 112, 113, 117 |
| 2. Identify the attribute to be measured and select the appropriate unit of measurement for length, mass (weight), area, perimeter, capacity, time, temperature, and money. | M 4-132 L 22, 37, 40, 46, 55, 56, 57, 69, 84, 94, 100, 105, 112, 113, 117 |
| 3. Develop strategies for estimating measures and compare the estimates to the results of the measurement; decide if an estimate is a "good estimate." | L 86 |

6/19/01

M=Meetings

L=Lessons

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| 4. Explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit. | L 37, 46, 56, 69, 84, 94, 100, 105, 112 |
| 5. Explore scale drawings, models, and maps and relate them to measurement of real objects. | L 22, 37, 40, 46, 48, 55, 56, 57, 69, 84, 94, 100, 105, 112, 113, 117 |
| 6. Apply measurement to describe the real world and to solve problems. | L 22, 37, 40, 46, 48, 55, 56, 57, 69, 84, 94, 100, 105, 112, 113, 117 |
| 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 counting, measuring, and conducting surveys and experiments. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |
| 2. Organize data using concrete objects, pictures, tallies, tables, charts, diagrams, and graphs. | M 1-132 L 2, 16, 29, 31, 51, 79, 88, 114, 120, 127, 130 |
| 3. Present data using a variety of appropriate representations and explain the meaning of the data. | L 2, 16, 29, 31, 51, 79, 88, 114, 120, 127, 130 |
| 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. | L 2, 16, 29, 31, 46, 51, 56, 59, 62, 69, 74, 79, 88, 94, 100, 105, 112, 114, 120, 127, 130 |
| 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. Read and explain data they have collected and organized themselves and progress to reading data from other sources. | L 2, 16, 29, 31, 46, 51, 56, 59, 62, 69, 74, 79, 88, 94, 100, 105, 112, 114, 120, 127, 130 |
| 2. Describe the shape of the data using informal language. | L 2, 16, 29, 31, 46, 51, 56, 59, 62, 69, 74, 79, 88, 94, 100, 105, 112, 114, 120, 127, 130 |
| 3. Draw, explain, and justify conclusions, such as trends, based on data. | L 2, 16, 29, 31, 46, 51, 56, 59, 62, 69, 74, 79, 88, 94, 100, 105, 112, 114, 120, 127, 130 |
| 4. Raise and answer questions about the source, collection, organization, and presentation of data, as well as the conclusions drawn from the data; explore biases in the data. | M 1-132 L 2, 16, 29, 31, 46, 51, 56, 59, 62, 69, 74, 79, 88, 94, 100, 105, 112, 114, 120, 127, 130 |
| 5. Formulate questions and problems and gather and interpret data to answer those questions. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |
| 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. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |

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M=Meetings

L=Lessons

Saxon Mathematics Curriculum
Grade: 2

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| 2. Conduct surveys, samplings, and experiments to solve problems and answer questions of interest to them. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |
| 3. Formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |
| 4. Make and explain predictions based on data. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |
| 5. Make predictions to answer questions and solve problems. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |

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 whole numbers and read, write, and count using whole numbers; investigate basic concepts of fractions and decimals. | L 5, 8, 17, 19, 31, 34, 38, 39, 41, 54, 65, 78, 81 |
| 2. Investigate and develop an understanding of the base-10 place-value system. | L 5, 35, 38, 86, 89, 118 |
| 3. Develop an understanding of the properties of numbers (e.g., order) and of the properties of the special numbers 0 and 1. | L 5, 8, 9, 13, 17, 19, 31, 34, 38, 39, 41, 49, 54, 65, 78, 81, 99 |
| 4. Apply their understanding of number systems to model and solve problems. | L 5, 8, 9, 11, 13, 17, 19, 21, 23, 27, 33, 34, 35, 38, 39, 41, 47, 49, 54, 58, 65, 78, 81, 89, 99, 116, 119, 123, 126 |

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 and Uses of Numbers)

| Objective | Lessons/Methodology |
|--|--|
| 1. Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations. | L 5, 8, 17, 19, 31, 34, 38, 39, 41, 54, 65, 78, 81 |
| 2. Explore and recognize different representations for the same number and explain why they are the same. | L 5, 8, 17, 19, 31, 34, 38, 39, 41, 54, 65, 78, 81 |
| 3. Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring). | L 5, 8, 17, 19, 31, 34, 38, 39, 41, 54, 65, 78, 81 |
| 4. Develop strategies for estimating quantity and evaluate the reasonableness of their estimates. | L 86 |
| 5. Select appropriate numbers and representations in order to solve problems. | L 8, 11, 23, 82, 86, 123, 126 |

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 numbers using "equal," "less than," or "greater than." | L 2, 102 |
| 2. Use part-whole relationships to explore numbers, develop number concepts, and understand computation. | L 19, 34, 41 |

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M=Meetings
L=Lessons

Grade: 2

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| 3. Classify numbers as even or odd and explore concepts of factors and multiples. | L 96, 97 |
| 4. Apply their understanding of number relationships in solving problems. | L 8, 11, 23, 82, 86, 123, 126 |
| 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 to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms. | L 4, 9, 13, 21, 26, 27, 33, 42, 45, 49, 53, 58, 64, 66, 67, 68, 71, 72, 73, 75, 76, 83, 85, 87, 89, 92, 95, 99, 101, 104, 106, 107, 108, 124, 132 |
| 2. Develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil, or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation. | L 4, 9, 13, 21, 26, 27, 33, 42, 45, 49, 53, 58, 64, 66, 67, 68, 71, 72, 73, 75, 76, 83, 85, 87, 89, 92, 95, 99, 101, 104, 106, 107, 108, 124, 132 |
| 3. Explore properties of operations (e.g. Commutative and distributive properties) and give examples of how they use those properties. | L 4, 9, 13, 21, 26, 27, 33, 42, 45, 49, 53, 58, 64, 66, 67, 68, 71, 72, 73, 75, 76, 83, 85, 87, 89, 92, 95, 99, 101, 104, 106, 107, 108, 124, 132 |
| 4. Apply operations efficiently and accurately in solving problems. | L 4, 9, 13, 21, 26, 27, 33, 42, 45, 49, 53, 58, 64, 66, 67, 68, 71, 72, 73, 75, 76, 83, 85, 87, 89, 92, 95, 99, 101, 104, 106, 107, 108, 124, 132 |
| 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. Write and solve open sentences (e.g., $+ = 5$) and write stories to fit the open sentence. | L 33 |
| 2. Explore algebraic concepts with manipulatives such as balance scales, tables of input and output, and pictorial representations of problems. | L 33 |
| 3. Find replacements for the variable(s) in open sentences. | L 33 |
| 4. Use analytic thinking to describe situations and solve problems. | L 2, 16, 29, 31, 46, 51, 56, 59, 62, 69, 74, 79, 88, 94, 100, 105, 112, 114, 120, 127, 130 |
| 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 judgements about claims that are made in probabilistic situations. (Probability) | |
| Objective | Lessons/Methodology |
| 1. Explain the difference between chance and certainty and give examples to illustrate their understanding. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |
| 2. Compare events and describe them as "more likely" or "less likely" and use the language of fractions to describe simple probabilities. | L 16, 29, 31, 37, 46, 51, 56, 59, 62, 69, 74, 94, 100, 105, 112, 114, 120 |

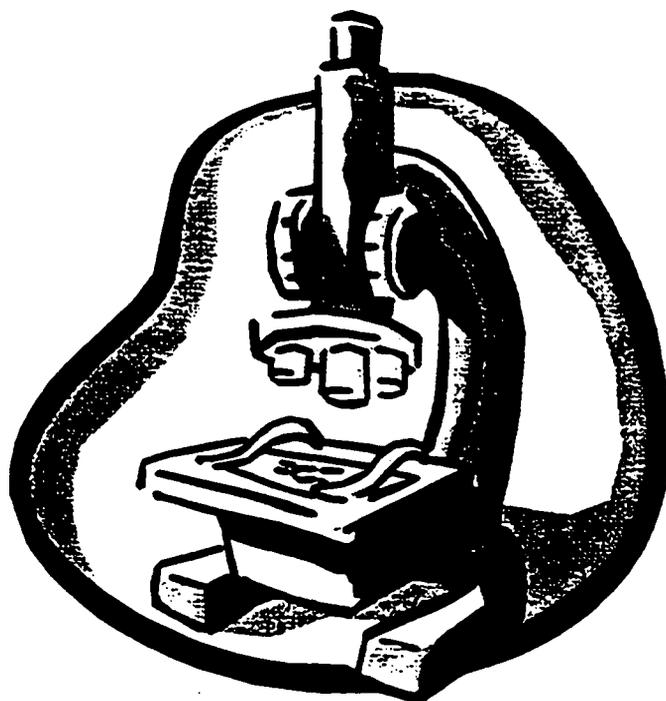
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M=Meetings

L=Lessons

SCIENCE SECOND 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. (Constructing New Scientific Knowledge) | |
| Objective | Lessons/Methodology |
| 1. Generate reasonable questions about the world based on observation. | C1 |
| 2. Develop solutions to unfamiliar problems through reasoning, observation, and/or experiment. | C2 |
| 3. Manipulate simple mechanical devices and explain how they work. | C3 |
| 4. Use simple measurement devices to make metric measurement. | C4 |
| 5. Develop strategies and skills for information gathering and problem solving. | C5 |
| 6. Construct charts and graphs and prepare summaries of observations. | C6 |
| 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. (Reflecting on Scientific Knowledge) | |
| Objective | Lessons/Methodology |
| 1. Develop an awareness of the need for evidence in making decisions scientifically. | R1 |
| 2. Show how science concepts can be interpreted through creative expression such as language arts and fine arts. | R2 |
| III. USING SCIENTIFIC KNOWLEDGE IN LIFE SCIENCE | |
| 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 cells as living systems. | LC 1 |
| 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 | Lessons/Methodology |
| 1. Compare and classify familiar organisms on the basis of observable physical characteristics. | LO 1 |

| | |
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| 2. Describe vertebrates in terms of observable body parts and characteristics. | LO 2 |
| 3. Describe life cycles of familiar organisms. | LO 3 |
| 4. Compare and contrast food, energy, and environmental needs of similar organisms. | LO 4 |
| 5. Explain how physical and / behavioral characteristics of organisms help them to survive in their environment. | LE 2 |
| 6. Describe functions of selected seed plant parts. | LO 5 |
| 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. | |
| Objective | Lessons/Methodology |
| 1. Give evidence that characteristics are passed from parents to young. | LH 1 |
| 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 changes through time. | |
| Objective | Lessons/Methodology |
| 1. Explain how fossils provide evidence about the nature of ancient life. | LE 1 |
| 2. Explain how physical and / or behavioral characteristics of organisms help them to survive in their environments | LE 2 |
| 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. | |
| Objectives | Lessons/Methodology |
| 1. Identify familiar organisms as part of a food chain or food web and describe their feeding relationships within the web. | LEC 1 |
| 2. Explain common patterns of interdependence and interrelationships of living things. | LEC 2 |
| 3. Describe the basic requirements for all living things to maintain their existence. | LEC 3 |
| 4. Describe systems that encourage growing of particular plants and animals. | LEC 4 |
| 5. Describe positive and negative effects of humans on the environment. | LEC 5 |

| IV. USING SCIENTIFIC KNOWLEDGE IN PHYSICAL SCIENCE | |
|--|----------------------------|
| 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. Classify common objects according to observable attributes. | PME 1 |
| 2. Measure weight, dimensions, and temperature of appropriate objects and materials. | PME 2 |
| 3. Identify properties of materials that make them useful. | PME 3 |
| 4. Identify forms of energy associated with common phenomena. | PME 4 |
| 5. Describe the interaction of magnetic materials with other magnetic materials and non-magnetic materials. | PME 5 |
| 6. Describe the interaction of charged materials with other charged or uncharged materials. | PME 6 |
| 7. Describe possible electrical hazards to be avoided at home and at school. | PME 7 |
| 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 matter (size, shape, melting, freezing, dissolving). | PCM 1 |
| 2. Prepare mixtures and separate them into their component parts. | PMC 2 |
| 3. Construct simple objects that fulfill a technological purpose. | PMC 3 |
| 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. | |
| Objects | Lessons/Methodology |
| 1. Describe or compare motions of common objects in terms of speed and direction. | PMO 1 |
| 2. Describe how forces (pushes or pulls) speed up, slow down, stop, or change the direction of a moving object. | PMO 2 |
| 3. Use simple machines to make work easier. | PMO 3 |
| 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. | |
| Objectives | Lessons/Methodology |
| 1. Describe sound in terms of its properties. | PWV 1 |
| 2. Explain how sounds are made. | PWV 2 |
| 3. Describe light from a source in terms of its properties. | PWV 3 |

ELEMENTARY SCIENCE CONTENT STANDARDS

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|---|----------------------------|
| 4. Explain how light illuminates objects. | PWV 4 |
| 5. Explain how shadows are made. | PWV 5 |
| V. USING SCIENTIFIC KNOWLEDGE IN EARTH SCIENCE | |
| Content Standard 1: The Geosphere. 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. | |
| Objective | Lessons/Methodology |
| 1. Describe major features of the earth's surface. | EG 1 |
| 2. Recognize and describe different types of earth materials. | EG 2 |
| 3. Explain how rocks and fossils are used to understand the history of the earth. | EG 3 |
| 4. Describe the natural changes in the earth's history. | EG 4 |
| 5. Describe uses of materials taken from the earth. | EG 5 |
| 6. Demonstrate means to recycle manufactured materials and a disposition towards recycling. | EG 6 |
| Content Standard 2: The Hydrosphere. All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. | |
| Objective | Lessons/Methodology |
| 1. Describe how water exists on the earth in three states. | EH 1 |
| 2. Describe various forms that water takes on the earth's surface and conditions under which they could exist. | EH 2 |
| 3. Trace the path that rain water travels after it falls. | EH 3 |
| 4. Describe how rainwater in Michigan reaches the ocean. | EH 4 |
| 5. Identify sources of drinking water. | EH 5 |
| 6. Identify uses for water. | EH 6 |
| 7. Describe the origins of pollution in the hydrosphere. | EH 7 |
| Content Standard 3: The atmosphere and weather. 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. | |
| Objective | Lessons/Methodology |
| 1. Describe the atmosphere. | EAW 1 |
| 2. Describe weather conditions and climate. | EAW 2 |
| 3. Describe seasonal changes in weather. | EAW 3 |
| 4. Explain appropriate safety precautions during severe weather. | EAW 4 |

| | |
|--|---------------------------|
| <p>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.</p> | |
| Objective | Lesson/Methodology |
| 1. Describe the sun, moon, and earth. | ES 1 |
| 2. Describe the motions of the earth and moon around the sun. | ES 2 |

Science Objective Summaries and their Links:

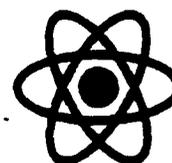
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|-----|---------------|------------------------|
| EAW | Earth Science | Atmosphere and Weather |
| EG | Earth Science | Geosphere |
| EH | Earth Science | Hydrosphere |
| ES | Earth Science | Space |



| | | |
|-----|--------------|------------------|
| 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 TWO

SEP

| | | |
|--------|-------|--------------------------------------|
| Sep 4 | PCM 3 | Scientific Method and small projects |
| Sep 10 | LO 1 | Classifying Organisms |
| Sep 17 | LO 1 | Classifying Organisms |
| Sep 24 | LO 2 | Vertebrates |

OCT

| | | |
|--------|-------|--------------------|
| Oct 1 | LO 3 | Life Cycles |
| Oct 8 | LO 4 | Needs of Organisms |
| Oct 15 | LO 5 | Plants |
| Oct 22 | LO 5 | Plants |
| Oct 29 | LEC 1 | Foodweb/foodchain |

NOV

| | | |
|--------|----------|--|
| Nov 5 | PT Conf. | Catch-up |
| Nov 12 | LEC 2 | Ecological Relationships (Predator prey/symbiotic) |
| Nov 19 | Holiday | Catch-up |
| Nov 26 | LEC 4 | Succession |

DEC

| | | |
|--------|---------|----------|
| Dec 3 | LH 1 | Heredity |
| Dec 10 | LC 1 | Cells |
| Dec 17 | Holiday | Catch-up |

JAN

| | | |
|--------|-------|--------------------|
| Jan 3 | PME 1 | Classifying Matter |
| Jan 7 | PME 1 | Classifying Matter |
| Jan 14 | PME 4 | Energy |
| Jan 21 | PME 4 | Energy |
| Jan 28 | PCM 1 | Physical Changes |

FEB

| | | |
|--------|-------------|---------------------|
| Feb 4 | PCM 2 | Separating Mixtures |
| Feb 14 | | Catch-up |
| Feb 18 | PWV 1/PWV 2 | Sound |
| Feb 25 | PWV1/PWV2 | Sound |

MAR

| | | |
|--------|--------------------|----------|
| Mar 4 | PWV 3/ PWV 4/ PWV5 | Light |
| Mar 11 | PWV 3/ PWV 4/ PWV5 | Light |
| Mar 18 | PWV 3/ PWV 4/ PWV5 | Light |
| Mar 25 | Holiday | Catch-up |

APRIL

| | | |
|----------|-------|---------------------|
| April 8 | EAW 1 | Atmosphere |
| April 15 | EAW 1 | Atmosphere |
| April 22 | EAW 2 | Weather and Climate |
| April 29 | EAW 2 | Weather and Climate |

MAY

| | | |
|--------|--------------|--------------------------------|
| May 6 | EAW 3/ EAW 4 | Seasonal Changes: Earth's Tilt |
| May 13 | PMO 1 | Motion |
| May 20 | PMO 2 | Force |
| May 27 | PMO 3 | Work and machines |

JUNE

| | | |
|--------|-----------------|-----------------|
| June 5 | Science Project | Build a machine |
|--------|-----------------|-----------------|

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 SECOND GRADE

Grade Level Schedule

Core Knowledge Objectives

The Core Democratic Values Grades K-4

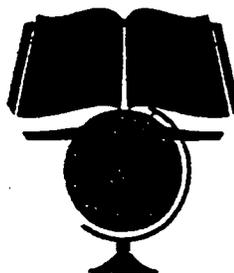
The Core Democratic Values Grades 5-8

General Resources for Classroom Kits

(Perma-Bound Publications)

Geography Resources for Classroom Kits

(Debby and Company)



**History/Geography Recommended Schedule
Grade 2**

***Economics should be taught in conjunction with listed units**

| <u>Month</u> | <u>Unit</u> |
|-------------------------|---|
| <u>August/September</u> | Geography (Spatial Sense; Geographical Terms & Features) |
| Week 1 | |
| Week 2 | Geography of the Americas (North America; South America) |
| Week 3 | |
| Week 4 | |
| <u>October</u> | |
| Week 5 | American Government: The Constitution |
| Week 6 | The War of 1812 |
| Week 7 | |
| Week 8 | Westward Expansion (Pioneers Head West; Native Americans) |
| <u>November</u> | |
| Week 9 | |
| Week 10 | |
| Week 11 | |
| Week 12 | |
| <u>December</u> | |
| Week 13 | Early Civilizations: Asia (Geography of Asia; India) |
| Week 14 | |
| Week 15 | |
| <u>January</u> | |
| Week 16 | (China) |
| Week 17 | |
| Week 18 | Modern Civilization and Culture Japan (Geography; Culture) |
| Week 19 | |
| <u>February</u> | |
| Week 20 | Westward Expansion (Civil War) |
| Week 21 | |
| Week 22 | |
| Week 23 | |
| <u>March</u> | |
| Week 24 | Immigration and Citizenship |
| Week 25 | |
| Week 26 | Symbols and Figures |
| Week 27 | |
| <u>April</u> | |
| Week 28 | Civil Rights |
| Week 29 | |
| Week 30 | |
| <u>May</u> | |
| Week 31 | Ancient Greece |
| Week 32 | |
| Week 33 | |
| Week 34 | |
| <u>June</u> | |

History and Geography: Grade 2

WORLD HISTORY AND GEOGRAPHY

I. Geography

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

- Name your continent, country, state, and community
- Understand that maps have keys or legends with symbols and their uses
- Find directions on a map: east, west, north, south
- Identify major oceans: Pacific, Atlantic, Indian, Arctic
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- Locate: Canada, United States, Mexico, Central America
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles

B. GEOGRAPHICAL TERMS AND FEATURES

- Coast, valley, prairie, desert, oasis

II. Early Civilizations: Asia

A. GEOGRAPHY OF ASIA

- The largest continent, with the most populous countries in the world
- Locate: China, India, Japan

B. INDIA

- Indus River and Ganges River
- Hinduism
 - Brahma, Vishnu, Shiva
 - Many holy books, including the Rig Veda
- Buddhism
 - Prince Siddhartha becomes Buddha, "the Enlightened One"
 - Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia
 - King Asoka (also spelled Ashoka)

C. CHINA

- Yellow (Huang He) and Yangtze (Chang Jiang) Rivers
- Teachings of Confucius (for example, honor your ancestors)
- Great Wall of China
- Invention of paper
- Importance of silk
- Chinese New Year

III. Modern Civilization and Culture: Japan

A. GEOGRAPHY

- Locate relative to continental Asia: "land of the rising sun"
- A country made up of islands; four major islands
- Pacific Ocean, Sea of Japan
- Mt. Fuji
- Tokyo

B. CULTURE

- Japanese flag
- Big modern cities, centers of industry and business
- Traditional craft: origami
- Traditional costume: kimono

IV. Ancient Greece

- Geography: Mediterranean Sea and Aegean Sea, Crete
- Sparta
- Persian Wars: Marathon and Thermopylae
- Athens as a city-state: the beginnings of democracy
- Olympic games
- Worship of gods and goddesses
- Great thinkers: Socrates, Plato, and Aristotle
- Alexander the Great

AMERICAN HISTORY AND GEOGRAPHY

I. American Government: The Constitution

- American government is based on the Constitution, the highest law of our land
- James Madison, the "Father of the Constitution"
- Government by the consent of the governed: "We the people"

II. The War of 1812

- President James Madison and Dolley Madison
- British impressment of American sailors
- Old Ironsides
- British burn the White House
- Fort McHenry, Francis Scott Key, and "The Star-Spangled Banner"
- Battle of New Orleans, Andrew Jackson

III. Westward Expansion

A. PIONEERS HEAD WEST

- New means of travel
 - Robert Fulton, invention of the steamboat
 - Erie Canal
 - Railroads: the Transcontinental Railroad
- Routes west: wagon trains on the Oregon Trail
- The Pony Express

B. NATIVE AMERICANS

- Sequoyah and the Cherokee alphabet
- Forced removal to reservations: the "Trail of Tears"
- Some Native Americans displaced from their homes and ways of life by railroads (the "iron horse")
- Effect of near extermination of buffalo on Plains Indians

IV. The Civil War

- Controversy over slavery
- Harriet Tubman, the "underground railroad"
- Northern v. Southern states: Yankees and Rebels
- Ulysses S. Grant and Robert E. Lee
- Clara Barton, "Angel of the Battlefield," founder of the American Red Cross
- President Abraham Lincoln: keeping the Union together
- Emancipation Proclamation and the end of slavery

V. Immigration and Citizenship

- America perceived as a "land of opportunity"
- The meaning of "e pluribus unum" (a national motto you can see on the back of coins)
- Ellis Island and the significance of the Statue of Liberty
- Millions of newcomers to America
 - Large populations of immigrants settle in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco)
- The idea of citizenship
 - What it means to be a citizen of a nation
 - American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office, paying taxes)
 - Becoming an American citizen (by birth, naturalization)

VI. Civil Rights

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball
- Rose Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

VII. Geography of the Americas

A. NORTH AMERICA

- North America: Canada, United States, Mexico
- The United States
 - Fifty states: 48 contiguous states, plus Alaska and Hawaii
 - Territories
 - Mississippi River
 - Appalachian and Rocky Mountains
 - Great Lakes
- Atlantic and Pacific Oceans, Gulf of Mexico, Caribbean Sea, West Indies
- Central America

B. South America

- Brazil: largest country in South America, Amazon River, rain forests
- Peru and Chile: Andes Mountains
- Locate: Venezuela, Columbia, Ecuador
- Bolivia: named after Simon Bolivar, "The Liberator"
- Argentina: the Pampas
- Main languages: Spanish and (in Brazil) Portuguese

VIII. Symbols and Figures

- Recognize and become familiar with the significance of:
 - U.S. flag: current and earlier versions
 - Statue of Liberty
 - Lincoln Memorial



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



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.

GENERAL RESOURCES FOR CLASSROOM KITS**Perma-Bound Books**

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

GRADE 2**WORLD HISTORY & GEOGRAPHY: Geography Of The Americas**

| | | |
|---|--|---------|
| 2 | 213280 New Puffin Children's World Atlas: An Introductory Atlas for Young People | \$12.64 |
| 2 | 217674 *North America (Original Publisher's Binding) | \$21.00 |
| 2 | 278943 *South America (Original Publisher's Binding) | \$21.00 |

WORLD HISTORY & GEOGRAPHY: India

| | | |
|---|--------------------------------------|---------|
| 2 | 154820 India: The Culture (Rev. Ed.) | \$13.60 |
|---|--------------------------------------|---------|

WORLD HISTORY & GEOGRAPHY: Hinduism and Buddhism

| | | |
|---|------------------------------|---------|
| 2 | 47251 Cat Who Went To Heaven | \$10.64 |
|---|------------------------------|---------|

WORLD HISTORY & GEOGRAPHY: Ancient China

| | | |
|---|------------------------------------|---------|
| 2 | 13231 *Ancient China | \$17.60 |
| 2 | 88965 Empty Pot | \$12.60 |
| 2 | 126450 Great Wall Of China | \$11.60 |
| 2 | 128255 Growing Up In Ancient China | \$10.60 |
| 2 | 266815 Seven Chinese Brothers | \$11.64 |

WORLD HISTORY & GEOGRAPHY: Japan

| | | |
|---|--------------------------------------|---------|
| 2 | 29247 Bicycle Man | \$11.60 |
| 2 | 142413 How My Parents Learned To Eat | \$11.60 |

WORLD HISTORY & GEOGRAPHY: Ancient Greece

| | | |
|---|--------------------------------------|---------|
| 2 | 13255 Ancient Greece | \$17.60 |
| 2 | 13253 Ancient Greece | \$19.90 |
| 2 | 126959 Greeks | \$26.78 |
| 2 | 128258 *Growing Up In Ancient Greece | \$10.60 |

AMERICAN HISTORY & GEOGRAPHY: War of 1812

| | | |
|---|--|---------|
| 2 | 9853 *American Army Of Two | \$25.22 |
| 2 | 42446 By The Dawn's Early Light: The Story Of The Star-Spangled Banner | \$11.64 |
| 2 | 282463 Star-Spangled Banner | \$16.60 |

AMERICAN HISTORY & GEOGRAPHY: Westward Expansion

| | | |
|---|---|---------|
| 2 | 9173 Amazing Impossible Erie Canal | \$11.64 |
| 2 | 41055 *Buffalo Bill And The Pony Express | \$9.60 |
| 2 | 41152 Buffalo Woman | \$11.64 |
| 2 | 46957 Cassie's Journey | \$12.60 |
| 2 | 50810 Cherokee (Original Publisher's Binding) | \$21.50 |
| 2 | 103032 First Strawberries: A Cherokee Story | \$12.64 |
| 2 | 105660 Floating House | \$11.64 |
| 2 | 117634 Girl Who Loved Wild Horses | \$11.64 |
| 2 | 164600 *Josefina Story Quilt | \$9.60 |
| 2 | 317745 *Wagon Wheels | \$9.60 |
| 2 | 319505 Warm As Wool | \$11.64 |

AMERICAN HISTORY & GEOGRAPHY: Civil War - An Introduction

| | | |
|---|--|---------|
| 2 | 82200 *Drinking Gourd | \$9.60 |
| 2 | 106373 Follow The Drinking Gourd | \$13.64 |
| 2 | 131377 Harriet And The Promised Land | \$11.64 |
| 2 | 165236 Journey To Freedom: A Story Of The Underground Railroad | \$20.90 |
| 2 | 167105 *Just A Few Words, Mr. Lincoln | \$9.60 |
| 2 | 194170 Meet Abraham Lincoln | \$9.64 |
| 2 | 211774 Nettie's Trip South | \$11.64 |
| 2 | 234779 Picture Book Of Harriet Tubman | \$20.90 |
| 2 | 290790 Sweet Clara And The Freedom Quilt | \$12.64 |
| 2 | 301110 Thunder At Gettysburg | \$9.15 |

AMERICAN HISTORY & GEOGRAPHY: Immigration & Citizenship

| | | |
|---|---|---------|
| 2 | 14205 Angel Child, Dragon Child | \$10.64 |
| 2 | 57899 Coming To America: The Story Of Immigration | \$19.90 |
| 2 | 142403 How Many Days To America? A Thanksgiving Story | \$11.60 |
| 2 | 180979 *Long Way To A New Land | \$9.60 |
| 2 | 183305 Lotus Seed | \$12.65 |
| 2 | 200245 Molly's Pilgrim | \$9.60 |
| 2 | 231891 Peppe The Lamplighter | \$10.60 |
| 2 | 286580 Story Of The Statue Of Liberty | \$12.60 |
| 2 | 315353 Very Important Day | \$19.95 |
| 2 | 320178 Watch The Stars Come Out | \$11.64 |

AMERICAN HISTORY & GEOGRAPHY: Civil Rights

| | | |
|---|--|---------|
| 2 | 33870 Bloomers! | \$11.60 |
| 2 | 130674 Happy Birthday, Martin Luther King | \$19.90 |
| 2 | 130677 Happy Birthday, Martin Luther King (Paper Big Book) | \$19.95 |
| 2 | 234776 Picture Book Of Eleanor Roosevelt | \$20.90 |
| 2 | 234786 Picture Book Of Rosa Parks | \$20.90 |
| 2 | 285533 Story Of Ruby Bridges | \$19.90 |
| 2 | 337728 *Young Martin's Promise | \$10.60 |

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 |
| GENERAL RESOURCES: WORLD HISTORY & GEOGRAPHY, continued | |
| 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

SECOND GRADE (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.)

| Order # | Description | Price |
|------------|--|---------|
| IF8554 | (#) Blank Map Outlines | \$9.99 |
| IF5189 | (#) Map Skills (Basic Skills Series) Grade 2 | \$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-591 | Jumbo Wipe-Off Crayons (8 colors) | \$2.99 |
| FS-37033 | The Continents Charts | \$7.95 |
| EI-3310 | Jumbo Picture World Atlas (Giant Atlases) | \$9.95 |
| EI-3311 | U.S. Discovery Atlas (Giant Atlases) | \$9.95 |
| UM-251 | (#) 50 Laminated U.S. Maps | \$39.50 |
| UM-253 | (#) 50 Laminated World Maps | \$39.50 |
| FS-ATA3193 | Inflatable Globe | \$9.99 |
| JO46003 | Continents Wood Puzzle | \$19.99 |

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

2002

Charter Schools Unit

JUL 15 2002

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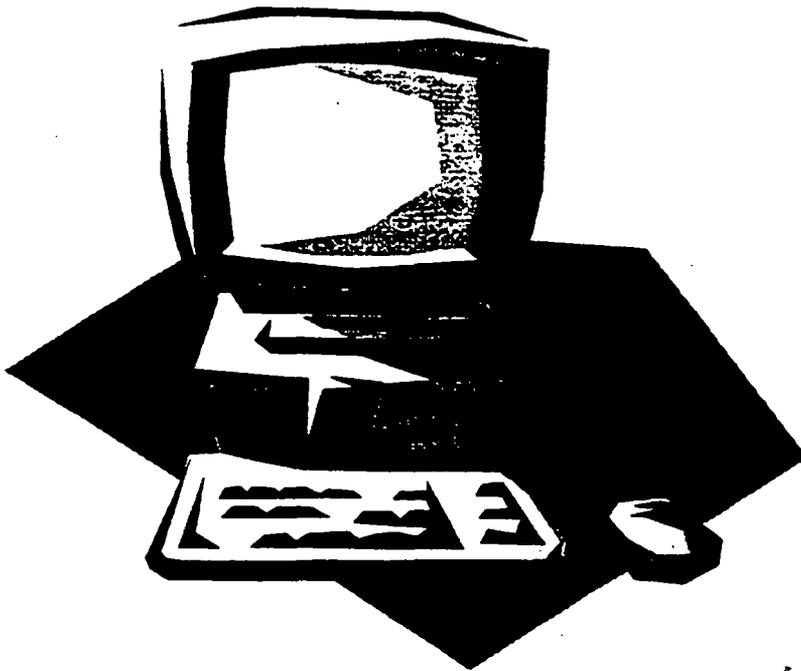
APPLICATION NAME:

OF VOLUMES: 2 of 4

VOLUME #: _____

**TECHNOLOGY
SECOND GRADE**

Technology—Educational Philosophy



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

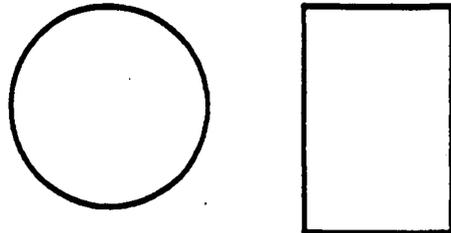
Although the time dedicated to acquire computer-specific skills is not equally distributed throughout the various grade levels, the underlying philosophy regarding technology use to enhance instruction is constant. In addition to developing materials that address both content standards and technology competencies, NHA is committed to the electronic delivery of content and supporting materials that 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: $\frac{1}{4}$

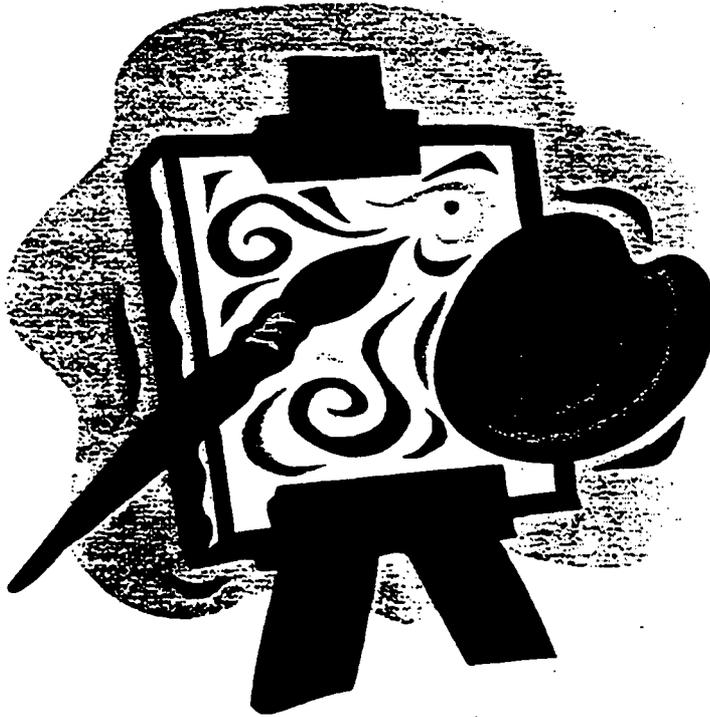


The teacher will spend a small amount of time at the beginning of the lesson to explain how to use the paint/draw program, but the primary focus of the lesson will be focused on getting a better understanding of fractions. This lesson ties together many of the technology curriculum's paint/draw program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

| | | |
|-------|---|---|
| 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> |

VISUAL ARTS SECOND GRADE

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

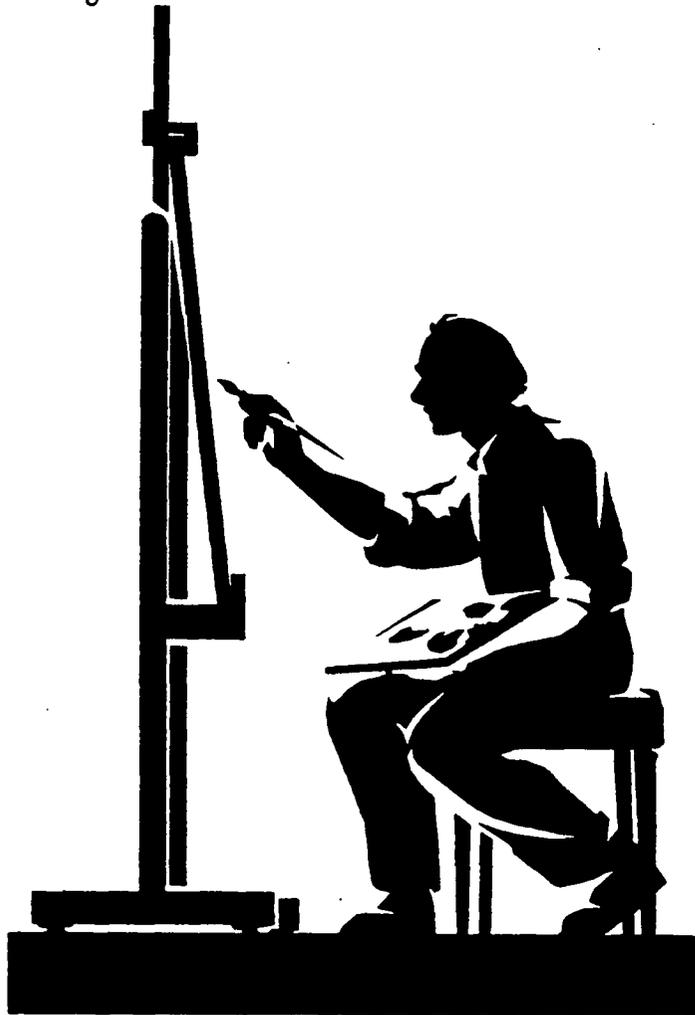


Visual Arts Mission Statement National Heritage Academies

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> |
|--|

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 2

| Content Standards |
|---|
| Second Grade students will: |
| 1. Explain the meaning in works of art |
| 2. Distinguish formal qualities in works of art |
| 3. Connect works of art with historical/cultural context |
| 4. Create expressive artwork in varied media, alone and in groups |
| 5. Discuss own artwork using art vocabulary |

I. Elements of Art

- Recognize lines as horizontal, vertical, or diagonal
- Observe the use of line in
 Pablo Picasso, *Mother and Child*
 Katsushika Hokusai, *The Great Wave at Kanagawa Nami-Uri* from
 Thirty-Six Views of Mt. Fuji

II. Sculpture

- Observe shape, mass, and line in sculptures, including
 The Discus Thrower
 Flying Horse (from Wu-Wei, China)
 Auguste Rodin, *The Thinker*

III. Kinds of Pictures: Landscapes

- Recognize as landscapes and discuss
 - Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
 - El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
 - Henri Rousseau, *Virgin Forest*
 - Vincent van Gogh, *The Starry Night*

IV. Abstract Art

- Compare lifelike and abstract animals, including
 - Paintings of birds by John James Audubon
 - Albrecht Dürer, *Young Hare*
 - Paul Klee, *Cat and Bird*
 - Pablo Picasso, *Bull's Head* (made from bicycle seat handlebars)
 - Henri Matisse, *The Snail* (also known as *Chromatic Composition*)
- Observe and discuss examples of abstract painting and sculptures, including
 - Marc Chagall, *I and the Village*
 - Constantin Brancusi, *Bird in Space*

V. Architecture

- Understand architecture as the art of designing buildings
- Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon)
- Noting line, shape, and special features (such as columns and domes), look at
 - The Parthenon
 - Great Stupa (Buddhist temple in Sanchi, India)
 - Himeji Castle (also known as "White Heron Castle," Japan)
 - The Guggenheim Museum (New York City)

**MUSIC
SECOND GRADE**

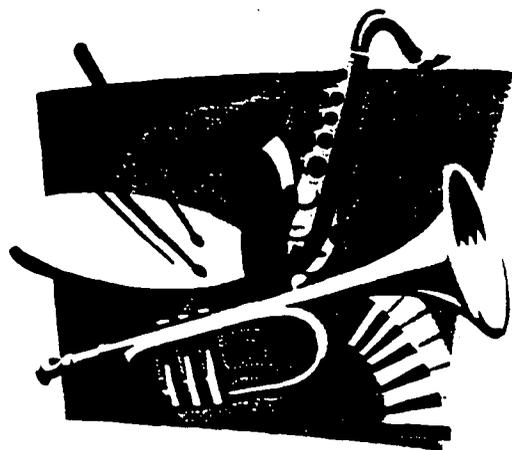
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 2-2000**



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.



| |
|---|
| The Student Will: |
| A. Recognize a steady beat, accents, and the downbeat; playing a steady beat |
| B. Move responsively to music |
| C. Recognize short and long sounds |
| D. Discriminate between fast and slow; gradually slowing down and getting faster |
| E. Discriminate between differences in pitch: high and low |
| F. Discriminate between loud and quiet; gradually increasing and decreasing volume |
| G. Understand that melody can move up and down |
| H. Hum the melody while listening to music |
| I. Echo short rhythms and melodic patterns |
| J. Play simple rhythms and melodies |
| K. Recognize like and unlike phrases |
| L. Recognize timbre (one tone) |
| M. Sing unaccompanied, accompanied, and in unison |
| N. Recognize verse and refrain. |
| O. Recognize that musical notes have names |
| P. Recognize a scale as a series of notes |
| Q. Sing the pentatonic scale using do, re, mi, fa, sol |
| R. Understand the following notation; repeat signs, staff, bar lines, double bar lines measure, meter, quarter note, paired eighth notes, half notes, quarter rest, and dynamic levels of piano (soft) and forte (loud) |
| S. Develop an awareness of different sounds that occur together through simple canons |
| T. Notate simple rhythms and beat patterns |
| U. Develop listening skills and appreciation in accordance with grade level objectives |
| V. 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 track 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 handie 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 2 - 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**

| | | | | |
|---------------|---|--------|-------|-------|
| 0-02-295385-X | Big Book | 498.00 | _____ | _____ |
| 0-02-295368-X | Pupil Edition | 40.65 | _____ | _____ |
| 0-02-295388-4 | Teacher's Edition (with Piano Accompaniment) | 123.00 | _____ | _____ |
| 0-02-295377-9 | Teacher's Edition | 78.00 | _____ | _____ |
| 0-02-295414-5 | Teacher's Resource Package | 96.00 | _____ | _____ |
| 0-02-295415-5 | Teacher's Resource Masters | 17.25 | _____ | _____ |
| 0-02-295431-7 | Signing for Primary Grades, Gr. K-2 | 12.00 | _____ | _____ |
| 0-02-295408-2 | Orchestrations for Orff Instruments | 9.00 | _____ | _____ |
| 0-02-295496-1 | Listening Map Transparencies | 45.00 | _____ | _____ |
| 0-02-295437-6 | Compact Discs | 435.00 | _____ | _____ |

ADDITIONAL COMPONENTS

| | | | | |
|---------------|---|-------|-------|-------|
| 0-02-295444-9 | Musica para todos for Primary Grades, Gr. K-2 | 5.22 | _____ | _____ |
| 0-02-295364-7 | Share World Music: Songs from Asia and Oceania, Gr. K-6 | 5.22 | _____ | _____ |
| 0-02-295365-5 | Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6 | 48.00 | _____ | _____ |

VIDEOTAPE PACKAGES

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295479-1 | Signing Videotape for Primary Grades, Gr. K-2 | 36.99 | _____ | _____ |
| 0-02-295481-3 | Instrument Sounds Videotape, Gr. K-3 | 36.99 | _____ | _____ |
| 0-02-295481-3 | Music and Movement Videotape, Gr. K-3 | 36.99 | _____ | _____ |
| 0-02-295488-0 | The Mariachi Tradition Videotape, Gr. 1-8 | 38.49 | _____ | _____ |

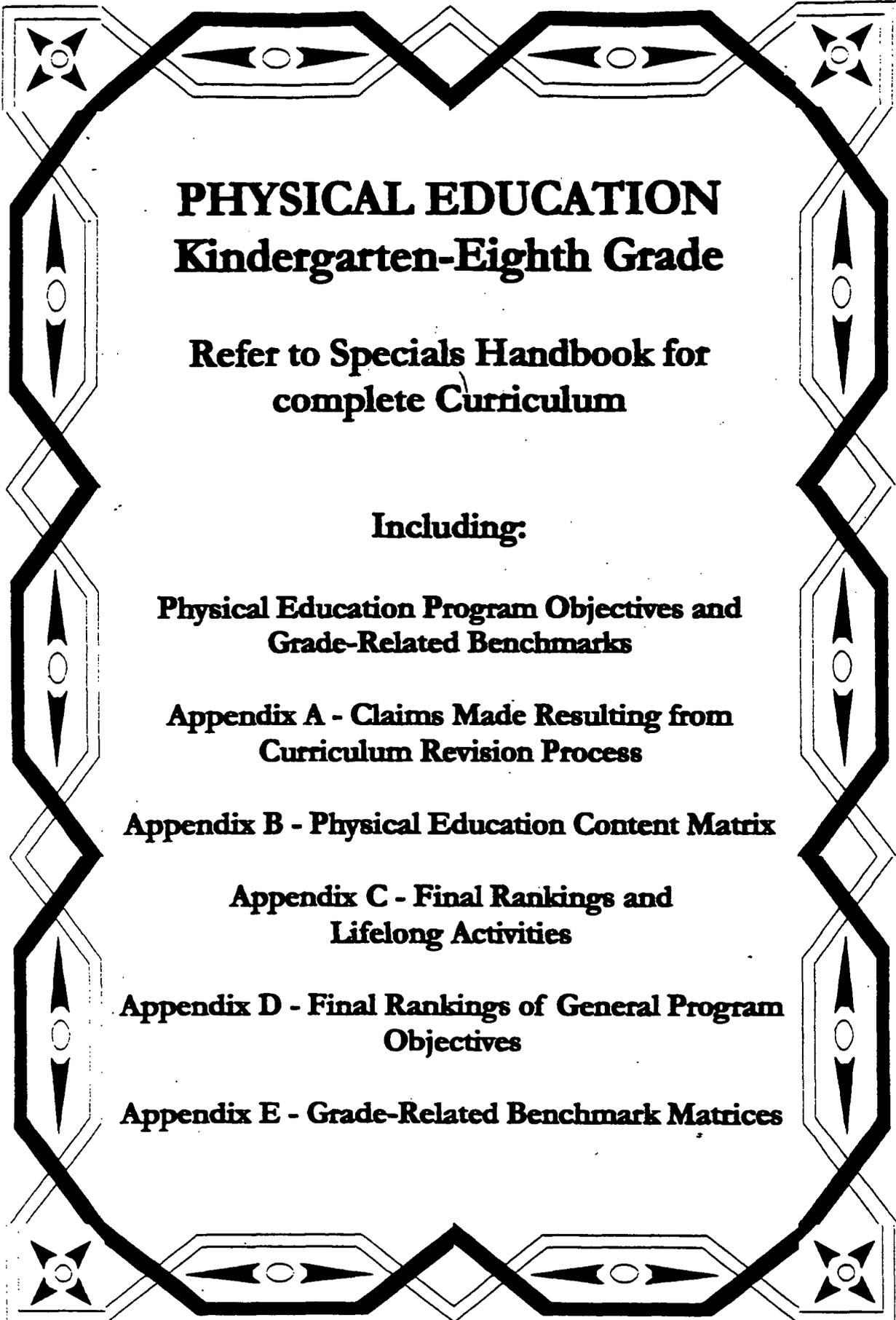
TECHNOLOGY

MUSIC WITH MIDI

| | | | | |
|---------------|--------------------------|--------|-------|-------|
| 0-02-295458-9 | Standard Package | 88.08 | _____ | _____ |
| 0-02-295464-3 | Site License Package | 333.00 | _____ | _____ |
| 0-02-295470-8 | District License Package | 828.00 | _____ | _____ |

MIDISAURUS CD-ROM

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295528-3 | MiDisaurus CD-ROM (Hybrid Mac/Win), Gr. 1-3 | 79.95 | _____ | _____ |
|---------------|--|-------|-------|-------|



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**

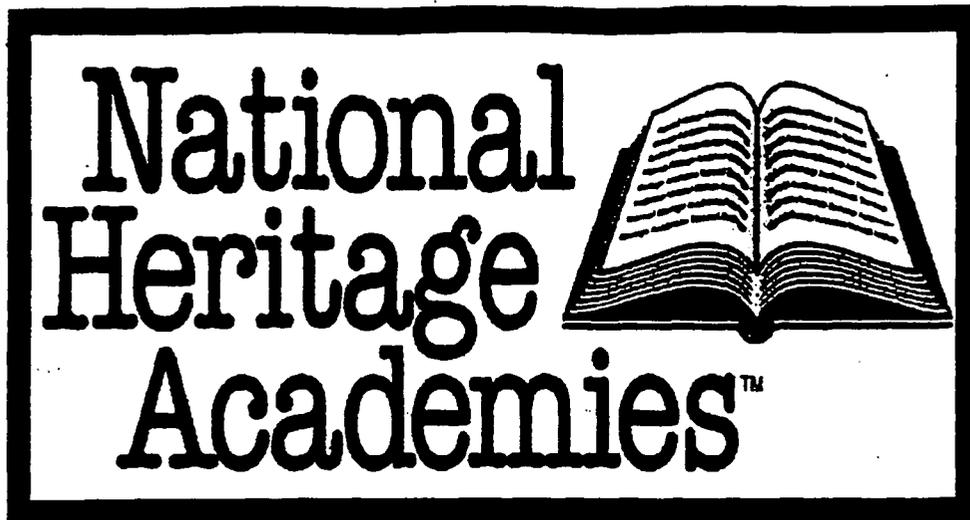
**Appendix D - Final Rankings of General Program
Objectives**

Appendix E - Grade-Related Benchmark Matrices

Third Grade

722

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 Wigmans | Eagle Crest |
| Ellen Zainea | Knapp |

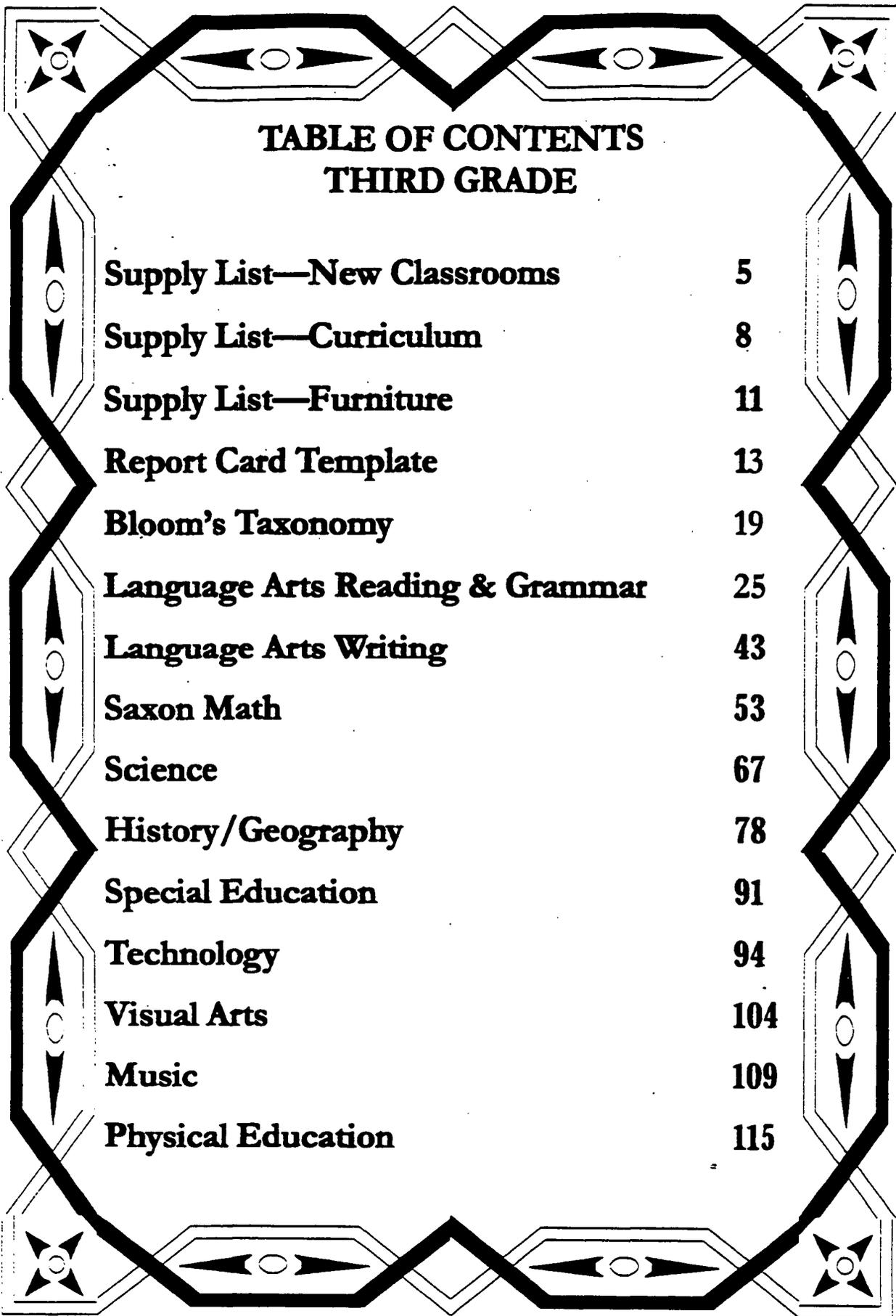
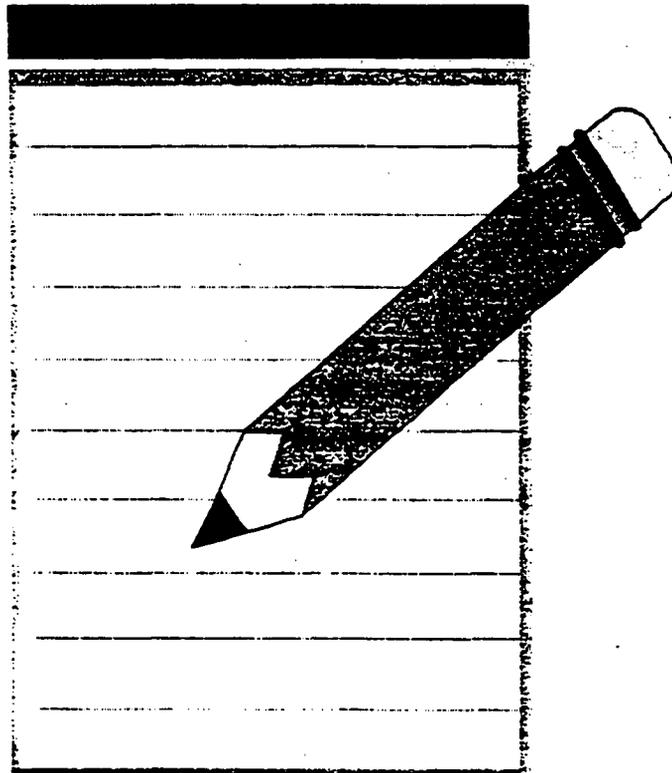


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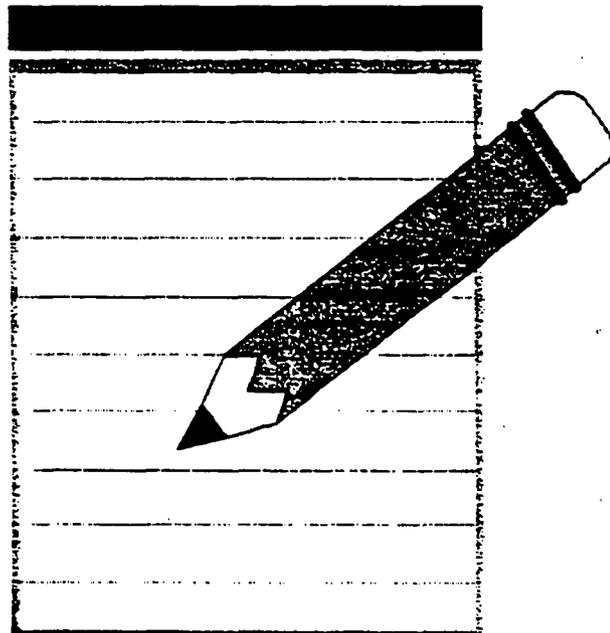
SUPPLY LIST THIRD GRADE

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



SUPPLY LIST THIRD 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.**



| | | | | | |
|------------------|-------|--|---|----------|----------|
| Hirsch | Third | The Schools We Need and Why We Don't Have Them | 1 | \$24.95 | \$24.95 |
| Hirsch | Third | What Your Third Grader Needs to Know | 1 | \$12.95 | \$12.95 |
| Learning Express | Third | 30 in 1 Electronic Kits | 1 | \$19.95 | \$19.95 |
| Network | Third | Developing an Effective Writing Program | 1 | \$10.00 | \$10.00 |
| Network | Third | Primary Cumulative Writing Folder (25 w/ TE) | 1 | \$20.00 | \$20.00 |
| Network | Third | Strategies For Young Writers | 1 | \$6.00 | \$6.00 |
| Saxon | Third | **24-Student Kit (including Teacher's Manual) | 1 | \$575.00 | \$575.00 |
| Saxon | Third | **32 Student Kit (including Teacher's Manual) | 1 | \$710.00 | \$710.00 |
| Saxon | Third | **Manipulative Kit | 1 | \$360.00 | \$360.00 |
| Saxon | Third | For REFILL ITEMS **See AcademyLink Purchase Order form** | | | |
| Shurley Method | Third | Level 3 Kit 2nd Edition | 1 | \$345.00 | \$345.00 |
| Shurley Method | Third | Level 3 Poster Set | 1 | \$30.00 | \$30.00 |
| Shurley Method | Third | Level 3 Student Workbook (1p/s) | 1 | \$11.00 | \$11.00 |
| Shurley Method | Third | Level 3 Transparency Set | 1 | \$50.00 | \$50.00 |
| SRA/McGraw Hill | Third | Math Explorations and Applications Kit | 1 | 343.95 | \$343.95 |
| SRA/McGraw Hill | Third | Collections For Young Scholars, Vol. 3, Book 1 (1p/s) | 1 | \$31.32 | \$31.32 |
| SRA/McGraw Hill | Third | Collections For Young Scholars, Vol. 3, Book 2 (1p/s) | 1 | \$31.32 | \$31.32 |
| SRA/McGraw Hill | Third | Comprehension Checkpoints | 1 | \$10.80 | \$10.80 |
| SRA/McGraw Hill | Third | Explorer's Notebook (1p/s) | 1 | \$9.18 | \$9.18 |
| SRA/McGraw Hill | Third | Explorer's Notebook, Response Guide | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Third | Framework for Effective Teaching, Teacher's Guide, Gr. 3, Book 1 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Third | Framework for Effective Teaching, Teacher's Guide, Gr. 3, Book 2 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Third | Literature Collection (18 titles) | 1 | \$102.72 | \$102.72 |
| SRA/McGraw Hill | Third | Overview Planner | 1 | \$14.04 | \$14.04 |
| SRA/McGraw Hill | Third | Reading/Writing Skills Practice (1p/s) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Third | Reading/Writing Skills Practice, Teacher's Edition | 1 | \$14.61 | \$14.61 |
| SRA/McGraw Hill | Third | Skills Assessment (3p/s x # of students in class) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Third | Skills Assessment, Teacher's Edition | 1 | \$14.61 | \$14.61 |
| SRA/McGraw Hill | Third | Student Toolbox | 1 | \$219.54 | \$219.54 |
| SRA/McGraw Hill | Third | Teacher Toolbox | 1 | \$439.11 | \$439.11 |
| SRA/McGraw Hill | Third | Reading Labs - OPTIONAL **See AcademyLink Purchase Order form** | | | |
| Zaner Bloser | Third | Desk Strips | 1 | \$20.99 | \$20.99 |
| Zaner Bloser | Third | Handwriting Helper Kit CURSIVE | 1 | \$119.99 | \$119.99 |
| Zaner Bloser | Third | Handwriting Paper Ream | 3 | \$5.99 | \$17.97 |
| Zaner Bloser | Third | Student Book (1p/s) | 1 | \$8.49 | \$8.49 |
| Zaner Bloser | Third | Wall Strip | 1 | \$20.99 | \$20.99 |
| Zaner Bloser | Third | Teacher's Edition, Practice Masters, and Poster Super Pak | 1 | N/C | |

**SUPPLY LIST
FURNITURE
THIRD GRADE**



REPORT CARD THIRD GRADE

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



| | | | | | |
|----------------------------------|--|--|--|--|-----|
| Grammar and Usage | | | | | 732 |
| Daily Oral Language | | | | | |
| Dictionary Skills | | | | | |
| Identifies basic parts of speech | | | | | |
| Research skills | | | | | |
| Uses capitalization correctly | | | | | |
| Uses punctuation correctly | | | | | |
| Verbally expresses ideas clearly | | | | | |
| Comments: | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Mathematics | | | | | |
| Diligently submits homework on time | | | | | |
| Performs basic addition facts with speed and accuracy | | | | | |
| Adds multi-digit numbers | | | | | |
| Performs basic subtraction facts with speed and accuracy | | | | | |
| Subtracts multi-digit numbers | | | | | |
| Performs basic multiplication facts with speed and accuracy | | | | | |
| Multiplies multi-digit numbers | | | | | |
| Performs basic division facts with speed and accuracy | | | | | |
| Divides multi-digit numbers | | | | | |
| Calculates area | | | | | |
| Calculates perimeter | | | | | |
| Counts combinations of money | | | | | |
| Determines and record temperature | | | | | |
| Measures length | | | | | |
| Solves word problems correctly | | | | | |
| Tells time | | | | | |
| Understands decimals | | | | | |
| Understands fractions | | | | | |
| Understands geometric concepts | | | | | |
| Understands place value | | | | | |
| Assessments | | | | | |
| Comments: | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| History/Geography/Government | | | | | |
| World Geography-spatial sense, terms, features, Canada, rivers of the world, land bridge | | | | | |
| Native Americans | | | | | |
| Vikings | | | | | |
| Colonies | | | | | |
| Economics | | | | | |
| Core Democratic Values | | | | | |
| Local Family History | | | | | |
| Rome | | | | | |
| Projects/Assessments | | | | | |
| Comments: | | | | | |

Student Name: _____ Teacher: _____

| 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: | | | | |

| 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: | | | | |

Student Name: _____ Teacher: _____

BLOOM'S TAXONOMY THIRD GRADE

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

QUICK QUESTIONS FOR CRITICAL THINKING



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 V

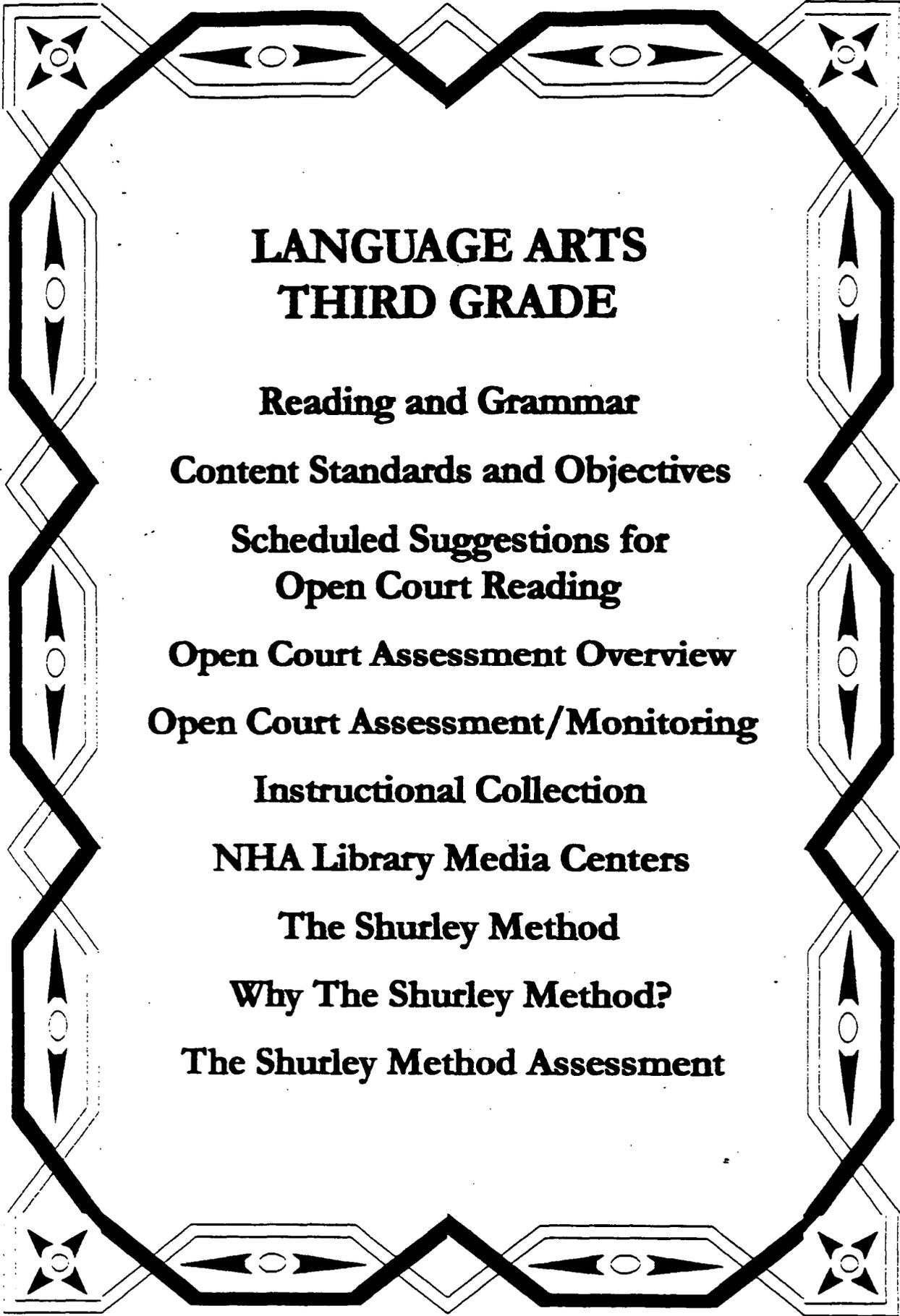
Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

| | | | |
|-------------------|----------|-----------|-----------|
| 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



**LANGUAGE ARTS
THIRD 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

| | | | |
|--|---|---|--|
| 4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. | X | | |
| 5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, prediction, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. | X | X | |
| 6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources. | X | X | |
| 7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. | X | X | |
| 8. Respond to the ideas or feelings generated by texts and listen to the responses of others. | X | X | |

II. LANGUAGE

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

| Objective | Lessons | | |
|---|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. | X | X | X |
| 2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad. | X | X | X |
| 3. Demonstrate awareness of words that have entered the English language from many cultures. | X | X | X |
| 4. Become aware of and begin to experiment with different ways to express the same idea. | X | X | X |
| 5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. | X | X | X |

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 | | |
|--|------------|------------|----------------|
| | Open Court | 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 | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages. | X | | X |
| 2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folk tales. | X | X | |
| 3. Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. | X | X | X |
| 4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape. | X | X | |
| 5. Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood. | X | X | |
| 2. Identify and categorize key ideas, concepts, and perspectives found in texts. | X | X | |
| 3. Draw conclusions based on their understanding of differing views presented in text. | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Make connections between key ideas in literature and other texts and their own lives. | X | X | |
| 2. Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea. | X | 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

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 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 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

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!

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.

**LANGUAGE ARTS
THIRD GRADE**

Writing

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



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.

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

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)

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 multiplied 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.

GEOGRAPHY RESOURCES FOR CLASSROOM KITS

Debby & Company

SECOND GRADE (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.)

| Order # | Description | Price |
|------------|--|---------|
| IF8554 | (#) Blank Map Outlines | \$9.99 |
| IF5189 | (#) Map Skills (Basic Skills Series) Grade 2 | \$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-591 | Jumbo Wipe-Off Crayons (8 colors) | \$2.99 |
| FS-37033 | The Continents Charts | \$7.95 |
| EI-3310 | Jumbo Picture World Atlas (Giant Atlases) | \$9.95 |
| EI-3311 | U.S. Discovery Atlas (Giant Atlases) | \$9.95 |
| UM-251 | (#) 50 Laminated U.S. Maps | \$39.50 |
| UM-253 | (#) 50 Laminated World Maps | \$39.50 |
| FS-ATA3193 | Inflatable Globe | \$9.99 |
| JO46003 | Continents Wood Puzzle | \$19.99 |

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

2002

Charter Schools Unit

JUL 15 2002

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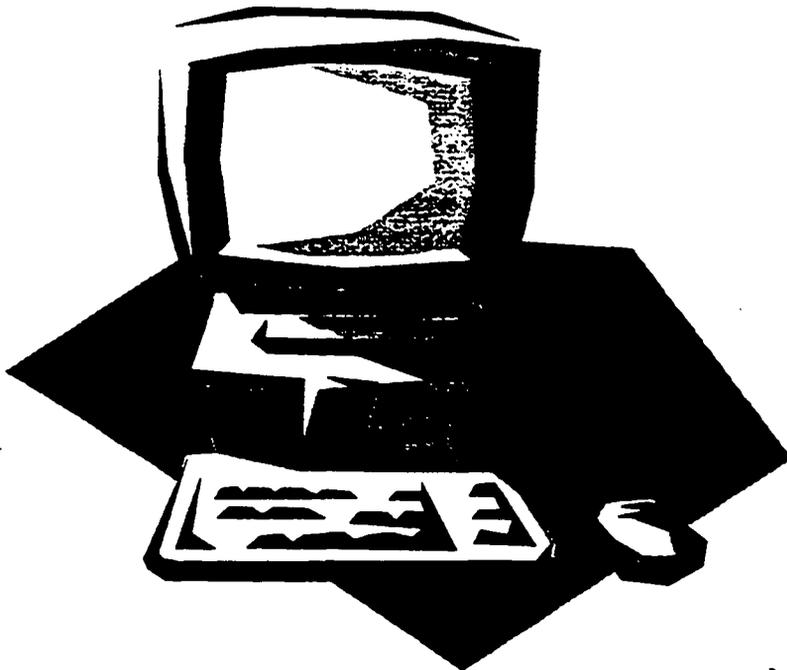
APPLICATION NAME:

OF VOLUMES: 2 of 4

VOLUME #: _____

TECHNOLOGY SECOND GRADE

Technology—Educational Philosophy



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

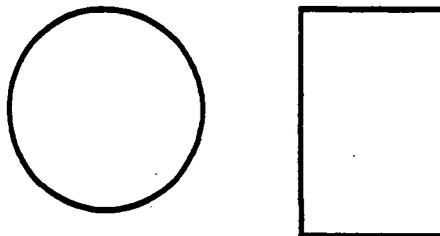
Although the time dedicated to acquire computer-specific skills is not equally distributed throughout the various grade levels, the underlying philosophy regarding technology use to enhance instruction is constant. In addition to developing materials that address both content standards and technology competencies, NHA is committed to the electronic delivery of content and supporting materials that 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: $\frac{1}{4}$

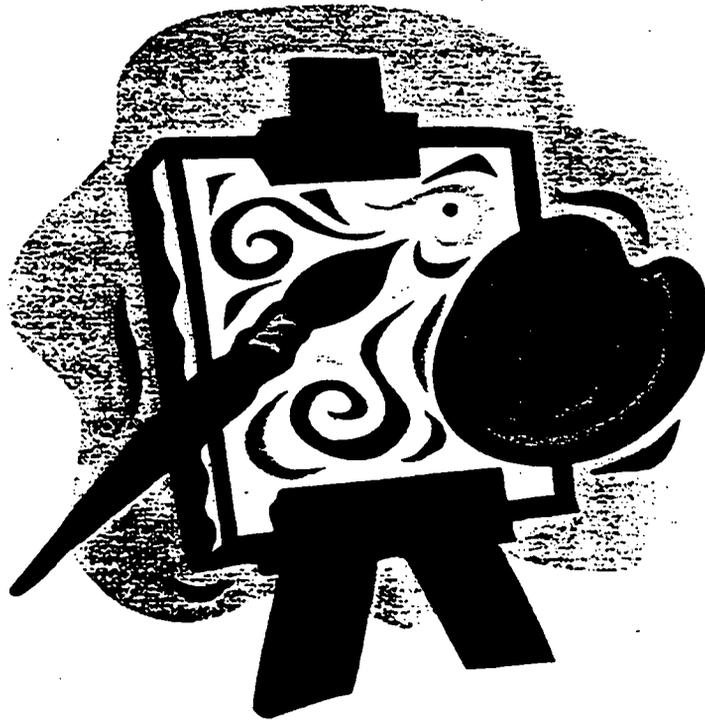


The teacher will spend a small amount of time at the beginning of the lesson to explain how to use the paint/draw program, but the primary focus of the lesson will be focused on getting a better understanding of fractions. This lesson ties together many of the technology curriculum's paint/draw program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

| | | |
|-------|---|---|
| | | |
| 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> |

VISUAL ARTS SECOND GRADE

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

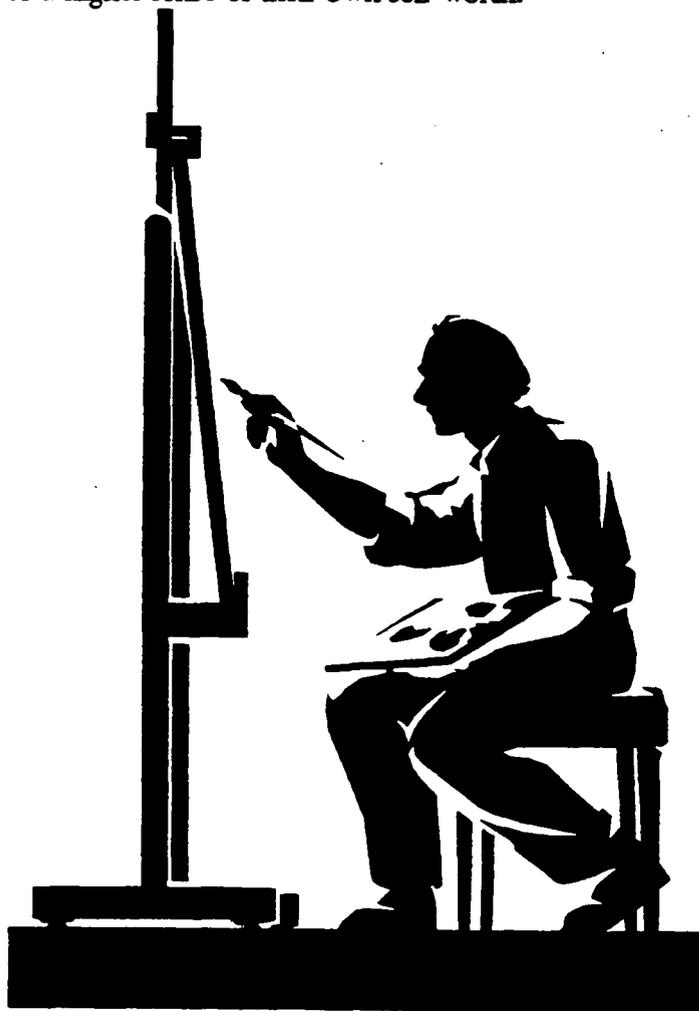


Visual Arts Mission Statement National Heritage Academies

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> |
|--|

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 2

| Content Standards |
|---|
| Second Grade students will: |
| 1. Explain the meaning in works of art |
| 2. Distinguish formal qualities in works of art |
| 3. Connect works of art with historical/cultural context |
| 4. Create expressive artwork in varied media, alone and in groups |
| 5. Discuss own artwork using art vocabulary |

I. Elements of Art

- Recognize lines as horizontal, vertical, or diagonal
- Observe the use of line in
 Pablo Picasso, *Mother and Child*
 Katsushika Hokusai, *The Great Wave at Kanagawa Nami-Uri* from
 Thirty-Six Views of Mt. Fuji

II. Sculpture

- Observe shape, mass, and line in sculptures, including
 The Discus Thrower
 Flying Horse (from Wu-Wei, China)
 Auguste Rodin, *The Thinker*

III. Kinds of Pictures: Landscapes

- Recognize as landscapes and discuss
 Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
 El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
 Henri Rousseau, *Virgin Forest*
 Vincent van Gogh, *The Starry Night*

IV. Abstract Art

- Compare lifelike and abstract animals, including
 Paintings of birds by John James Audubon
 Albrecht Dürer, *Young Hare*
 Paul Klee, *Cat and Bird*
 Pablo Picasso, *Bull's Head* (made from bicycle seat handlebars)
 Henri Matisse, *The Snail* (also known as *Chromatic Composition*)
- Observe and discuss examples of abstract painting and sculptures, including
 Marc Chagall, *I and the Village*
 Constantin Brancusi, *Bird in Space*

V. Architecture

- Understand architecture as the art of designing buildings
- Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon)
- Noting line, shape, and special features (such as columns and domes), look at
 The Parthenon
 Great Stupa (Buddhist temple in Sanchi, India)
 Himeji Castle (also known as "White Heron Castle," Japan)
 The Guggenheim Museum (New York City)

**MUSIC
SECOND GRADE**

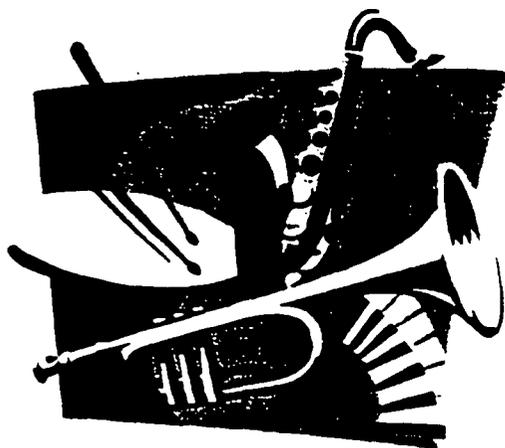
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 2-2000**



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.



| |
|---|
| The Student Will: |
| A. Recognize a steady beat, accents, and the downbeat; playing a steady beat |
| B. Move responsively to music |
| C. Recognize short and long sounds |
| D. Discriminate between fast and slow; gradually slowing down and getting faster |
| E. Discriminate between differences in pitch: high and low |
| F. Discriminate between loud and quiet; gradually increasing and decreasing volume |
| G. Understand that melody can move up and down |
| H. Hum the melody while listening to music |
| I. Echo short rhythms and melodic patterns |
| J. Play simple rhythms and melodies |
| K. Recognize like and unlike phrases |
| L. Recognize timbre (one tone) |
| M. Sing unaccompanied, accompanied, and in unison |
| N. Recognize verse and refrain. |
| O. Recognize that musical notes have names |
| P. Recognize a scale as a series of notes |
| Q. Sing the pentatonic scale using do, re, mi, fa, sol |
| R. Understand the following notation; repeat signs, staff, bar lines, double bar lines measure, meter, quarter note, paired eighth notes, half notes, quarter rest, and dynamic levels of piano (soft) and forte (loud) |
| S. Develop an awareness of different sounds that occur together through simple canons |
| T. Notate simple rhythms and beat patterns |
| U. Develop listening skills and appreciation in accordance with grade level objectives |
| V. 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 (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 aito 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 2 - 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**

| | | | | |
|---------------|---|--------|-------|-------|
| 0-02-295385-X | Big Book | 498.00 | _____ | _____ |
| 0-02-295368-X | Pupil Edition | 40.65 | _____ | _____ |
| 0-02-295388-4 | Teacher's Edition (with Piano Accompaniment) | 123.00 | _____ | _____ |
| 0-02-295377-9 | Teacher's Edition | 78.00 | _____ | _____ |
| 0-02-295414-5 | Teacher's Resource Package | 96.00 | _____ | _____ |
| 0-02-295415-5 | Teacher's Resource Masters | 17.25 | _____ | _____ |
| 0-02-295431-7 | Signing for Primary Grades, Gr. K-2 | 12.00 | _____ | _____ |
| 0-02-295408-2 | Orchestrations for Orff Instruments | 9.00 | _____ | _____ |
| 0-02-295496-1 | Listening Map Transparencies | 45.00 | _____ | _____ |
| 0-02-295437-6 | Compact Discs | 435.00 | _____ | _____ |

ADDITIONAL COMPONENTS

| | | | | |
|---------------|---|-------|-------|-------|
| 0-02-295444-9 | Musica para todos for Primary Grades, Gr. K-2 | 5.22 | _____ | _____ |
| 0-02-295364-7 | Share World Music: Songs from Asia and Oceania, Gr. K-6 | 5.22 | _____ | _____ |
| 0-02-295365-5 | Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6 | 48.00 | _____ | _____ |

VIDEOTAPE PACKAGES

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295479-1 | Signing Videotape for Primary Grades, Gr. K-2 | 36.99 | _____ | _____ |
| 0-02-295481-3 | Instrument Sounds Videotape, Gr. K-3 | 36.99 | _____ | _____ |
| 0-02-295481-3 | Music and Movement Videotape, Gr. K-3 | 36.99 | _____ | _____ |
| 0-02-295488-0 | The Mariachi Tradition Videotape, Gr. 1-8 | 38.49 | _____ | _____ |

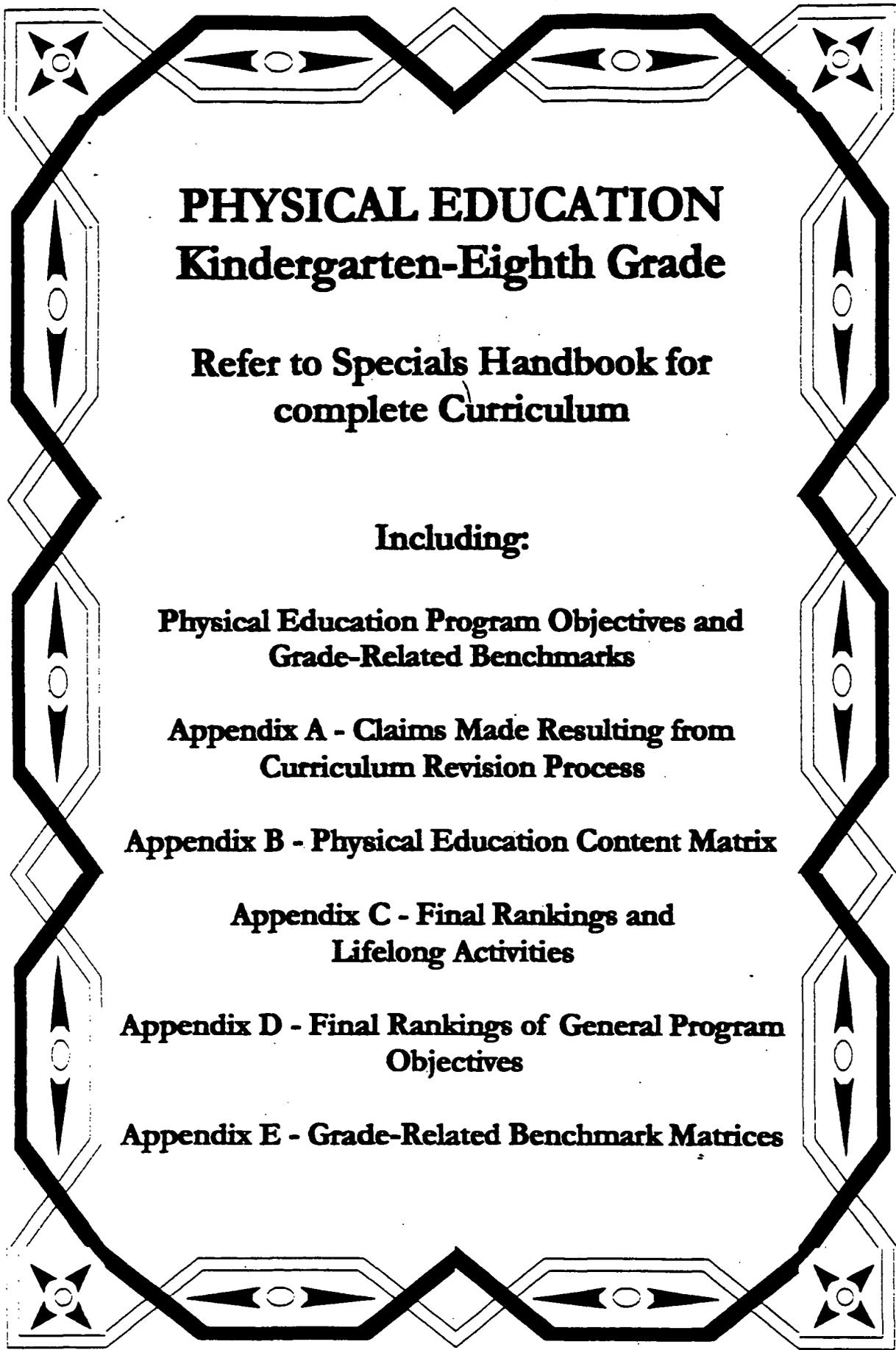
TECHNOLOGY

MUSIC WITH MIDI

| | | | | |
|---------------|--------------------------|--------|-------|-------|
| 0-02-295458-9 | Standard Package | 88.08 | _____ | _____ |
| 0-02-295464-3 | Site License Package | 333.00 | _____ | _____ |
| 0-02-295470-8 | District License Package | 828.00 | _____ | _____ |

MIDISAURUS CD-ROM

| | | | | |
|---------------|--|-------|-------|-------|
| 0-02-295528-3 | MiDisaurus CD-ROM (Hybrid Mac/Win), Gr. 1-3 | 79.95 | _____ | _____ |
|---------------|--|-------|-------|-------|



**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**

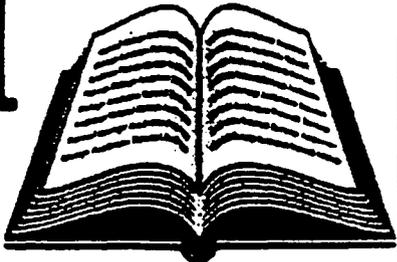
**Appendix D - Final Rankings of General Program
Objectives**

Appendix E - Grade-Related Benchmark Matrices

Third Grade

Curriculum Handbook 2001-2002

National Heritage Academies™



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 |

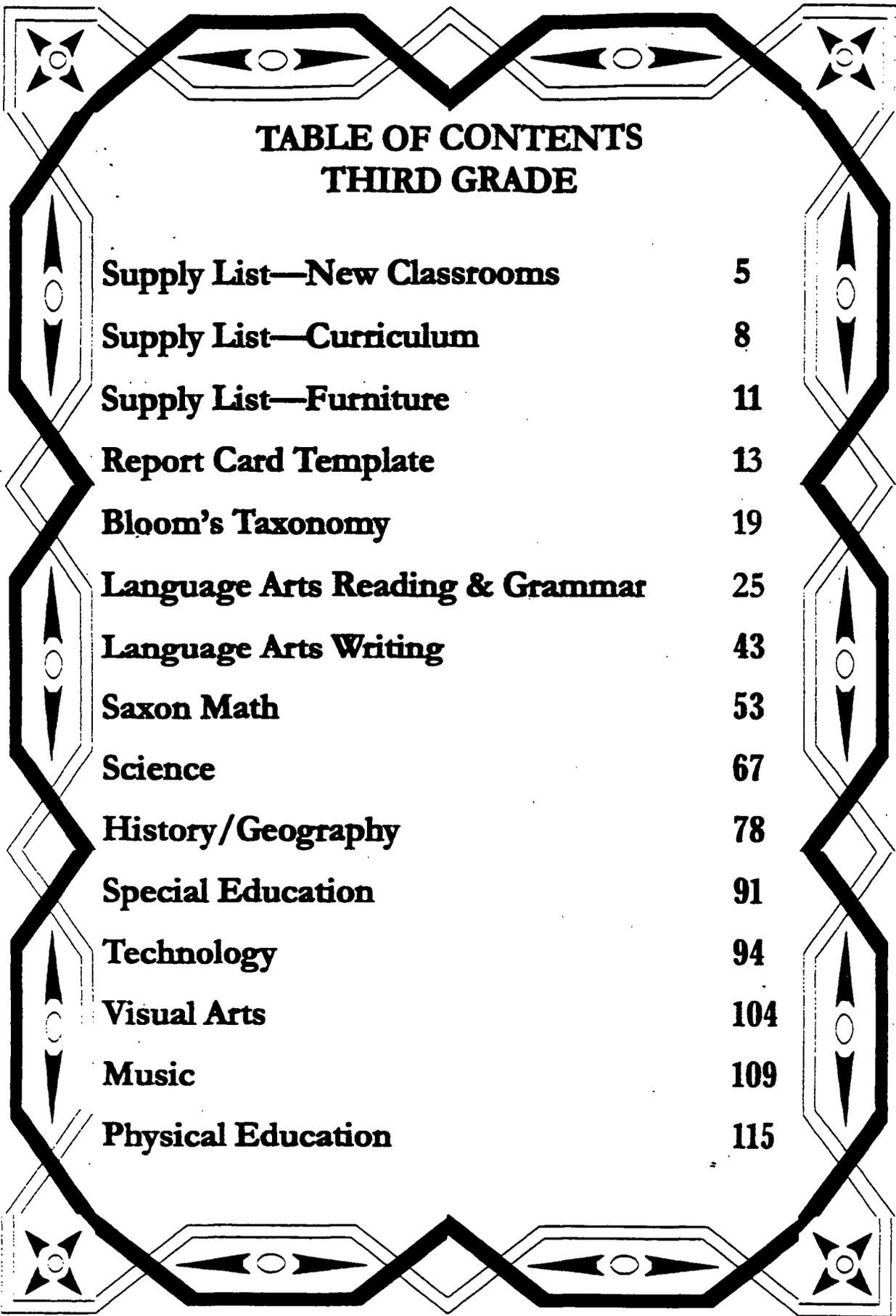
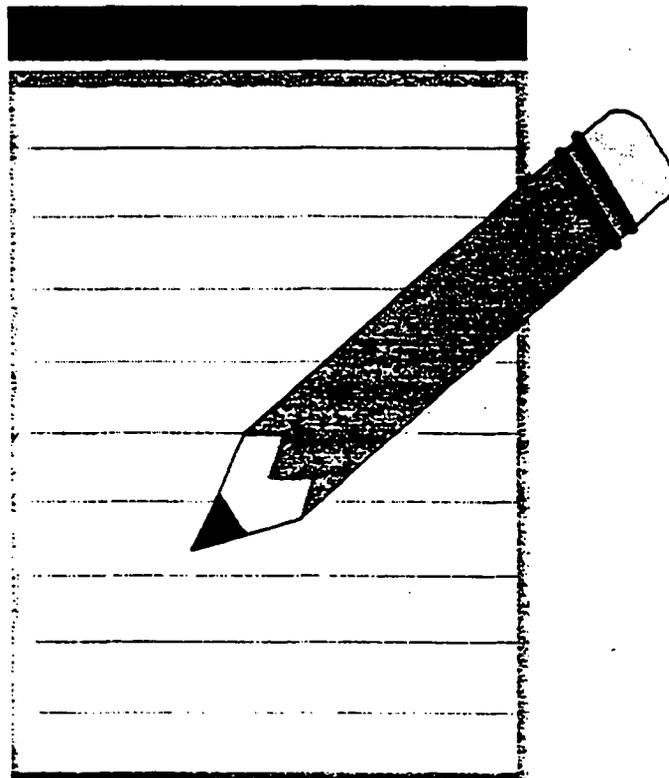


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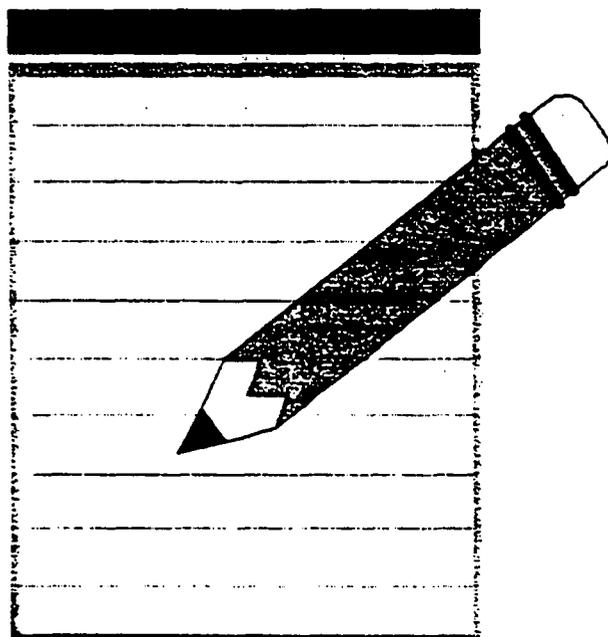
SUPPLY LIST THIRD GRADE

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



SUPPLY LIST THIRD 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.**



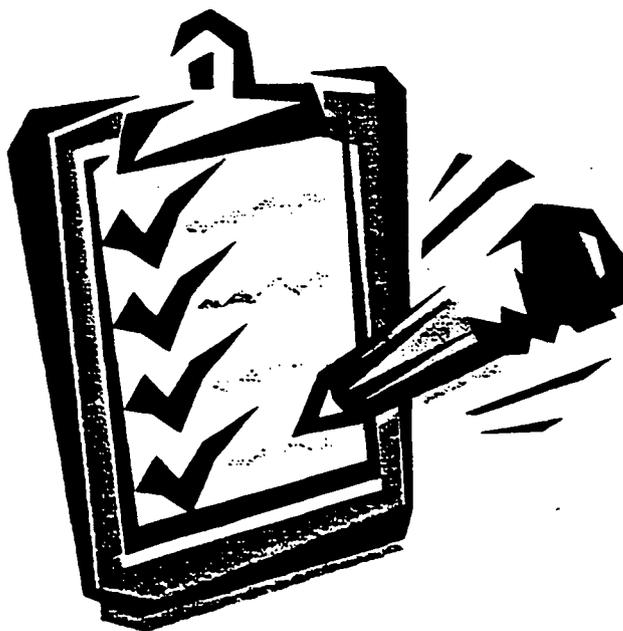
| | | | | | |
|-----------------------------|-------|--|---|----------|----------|
| Hirsch | Third | The Schools We Need and Why We Don't Have Them | 1 | \$24.95 | \$24.95 |
| Hirsch | Third | What Your Third Grader Needs to Know | 1 | \$12.95 | \$12.95 |
| Learning Express Network | Third | 30 in 1 Electronic Kits | 1 | \$19.95 | \$19.95 |
| Network | Third | Developing an Effective Writing Program | 1 | \$10.00 | \$10.00 |
| Network | Third | Primary Cumulative Writing Folder (25 w/ TE) | 1 | \$20.00 | \$20.00 |
| Network | Third | Strategies For Young Writers | 1 | \$6.00 | \$6.00 |
| Saxon | Third | **24-Student Kit (including Teacher's Manual) | 1 | \$575.00 | \$575.00 |
| Saxon | Third | **32 Student Kit (including Teacher's Manual) | 1 | \$710.00 | \$710.00 |
| Saxon | Third | **Manipulative Kit | 1 | \$360.00 | \$360.00 |
| Saxon | Thlrđ | For REFILL ITEMS **See AcademyLink Purchase Order form** | | | |
| Shurley Method | Third | Level 3 Kit 2nd Edition | 1 | \$345.00 | \$345.00 |
| Shurley Method | Third | Level 3 Poster Set | 1 | \$30.00 | \$30.00 |
| Shurley Method | Third | Level 3 Student Workbook (1p/s) | 1 | \$11.00 | \$11.00 |
| Shurley Method | Third | Level 3 Transparency Set | 1 | \$50.00 | \$50.00 |
| SRA/McGraw Hill | Third | Math Explorations and Applications Kit | 1 | 343.95 | \$343.95 |
| SRA/McGraw Hill | Third | Collections For Young Scholars, Vol. 3, Book 1 (1p/s) | 1 | \$31.32 | \$31.32 |
| SRA/McGraw Hill | Third | Collections For Young Scholars, Vol. 3, Book 2 (1p/s) | 1 | \$31.32 | \$31.32 |
| SRA/McGraw Hill | Third | Comprehension Checkpoints | 1 | \$10.80 | \$10.80 |
| SRA/McGraw Hill | Third | Explorer's Notebook (1p/s) | 1 | \$9.18 | \$9.18 |
| SRA/McGraw Hill | Third | Explorer's Notebook, Response Guide | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Third | Framework for Effective Teaching, Teacher's Guide, Gr. 3, Book 1 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Third | Framework for Effective Teaching, Teacher's Guide, Gr. 3, Book 2 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Third | Literature Collection (18 titles) | 1 | \$102.72 | \$102.72 |
| SRA/McGraw Hill | Third | Overview Planner | 1 | \$14.04 | \$14.04 |
| SRA/McGraw Hill | Third | Reading/Writing Skills Practice (1p/s) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Third | Reading/Writing Skills Practice, Teacher's Edition | 1 | \$14.61 | \$14.61 |
| SRA/McGraw Hill | Third | Skills Assessment (3p/s x # of students in class) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Third | Skills Assessment, Teacher's Edition | 1 | \$14.61 | \$14.61 |
| SRA/McGraw Hill | Third | Student Toolbox | 1 | \$219.54 | \$219.54 |
| SRA/McGraw Hill | Third | Teacher Toolbox | 1 | \$439.11 | \$439.11 |
| SRA/McGraw Hill | Thlrđ | Reading Labs - OPTIONAL **See AcademyLink Purchase Order form** | | | |
| Zaner Bloser | Third | Desk Strips | 1 | \$20.99 | \$20.99 |
| Zaner Bloser | Third | Handwriting Helper Kit CURSIVE | 1 | \$119.99 | \$119.99 |
| Zaner Bloser | Third | Handwriting Paper Ream | 3 | \$5.99 | \$17.97 |
| Zaner Bloser | Third | Student Book (1p/s) | 1 | \$8.49 | \$8.49 |
| Zaner Bloser | Third | Wall Strip | 1 | \$20.99 | \$20.99 |
| Zaner Bloser | Third | Teacher's Edition, Practice Masters, and Poster Super Pak | 1 | N/C | |

**SUPPLY LIST
FURNITURE
THIRD GRADE**



REPORT CARD THIRD GRADE

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



Grammar and Usage

732

Daily Oral Language

Dictionary Skills

Identifies basic parts of speech

Research skills

Uses capitalization correctly

Uses punctuation correctly

Verbally expresses ideas clearly

Comments:

Mathematics

Diligently submits homework on time

Performs basic addition facts with speed and accuracy

Adds multi-digit numbers

Performs basic subtraction facts with speed and accuracy

Subtracts multi-digit numbers

Performs basic multiplication facts with speed and accuracy

Multiplies multi-digit numbers

Performs basic division facts with speed and accuracy

Divides multi-digit numbers

Calculates area

Calculates perimeter

Counts combinations of money

Determines and record temperature

Measures length

Solves word problems correctly

Tells time

Understands decimals

Understands fractions

Understands geometric concepts

Understands place value

Assessments

Comments:

History/Geography/Government

World Geography-spatial sense, terms, features, Canada, rivers of the world, land bridge

Native Americans

Vikings

Colonies

Economics

Core Democratic Values

Local Family History

Rome

Projects/Assessments

Comments:

Student Name: _____

Teacher: _____

| | | | | |
|---|--|--|--|--|
| 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: | | | | |

| | | | | |
|---|--|--|--|--|
| 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: | | | | |

Student Name: _____ Teacher: _____

BLOOM'S TAXONOMY THIRD GRADE

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

QUICK QUESTIONS FOR CRITICAL THINKING



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 V

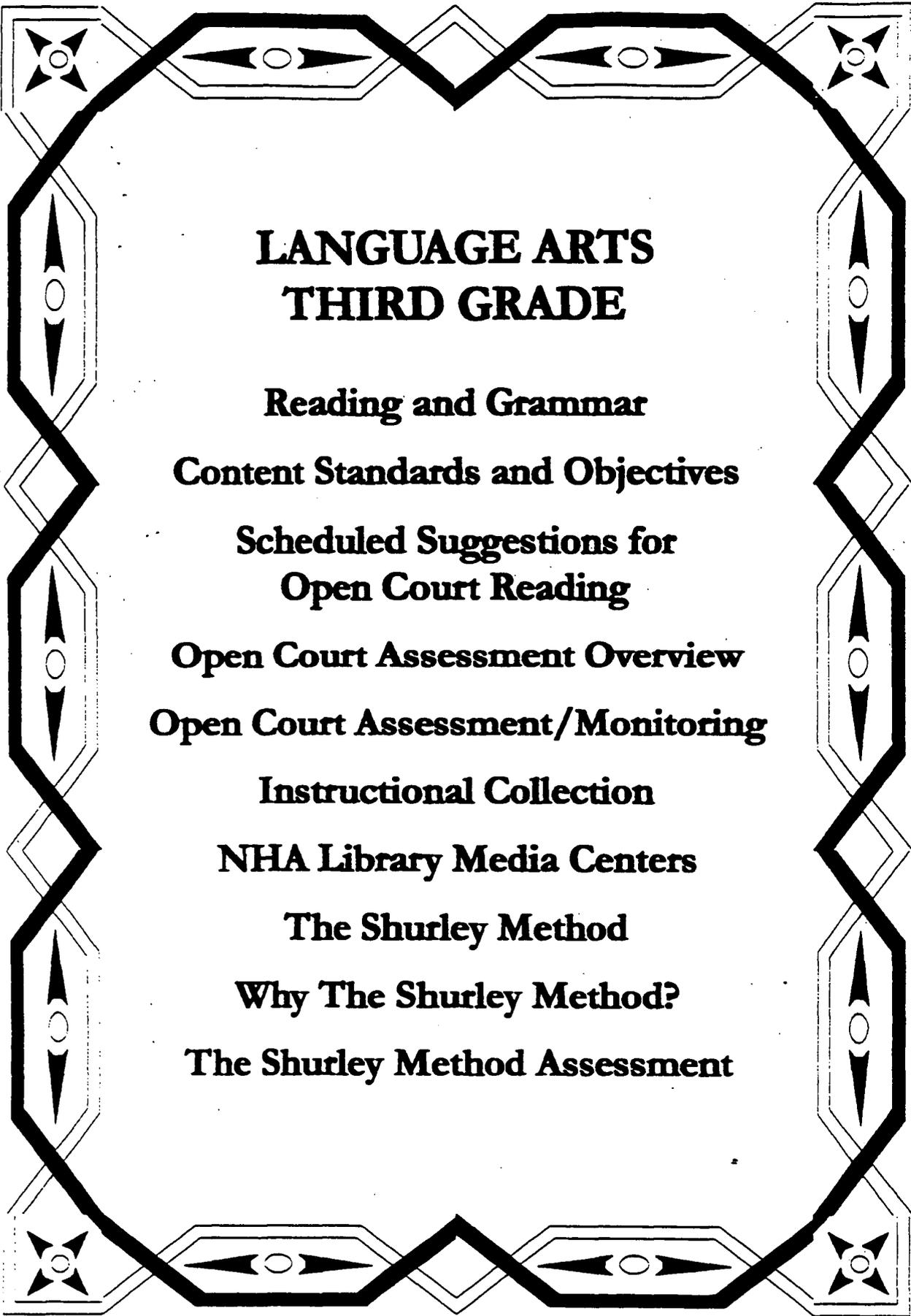
Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

| | | | |
|-------------------|----------|-----------|-----------|
| 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



**LANGUAGE ARTS
THIRD 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

| | | | |
|--|---|---|--|
| 4. Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior. | X | | |
| 5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include retelling, prediction, generating questions, examining picture cues, discussing with peers, using context clues, and creating mental pictures. | X | X | |
| 6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources. | X | X | |
| 7. Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection, sentence length, and use of illustrations. | X | X | |
| 8. Respond to the ideas or feelings generated by texts and listen to the responses of others. | X | X | |

II. LANGUAGE

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

| Objective | Lessons | | |
|---|------------|------------|----------------|
| | Open Court | Core Knidg | Shurley Method |
| 1. Demonstrate awareness of differences in language patterns used in their spoken, written, and visual communication contexts, such as the home, playground, classroom, and storybooks. | X | X | X |
| 2. Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad. | X | X | X |
| 3. Demonstrate awareness of words that have entered the English language from many cultures. | X | X | X |
| 4. Become aware of and begin to experiment with different ways to express the same idea. | X | X | X |
| 5. Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters, and daily conversations. | X | X | X |

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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knidg | Shurley Method |
| 1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization, and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages. | X | | X |
| 2. Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting, and problem in poetry, drama, and folk tales. | X | X | |
| 3. Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks, and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas, and details) can be used to convey ideas. | X | X | X |
| 4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color, and shape. | X | X | |
| 5. Explore how the characteristics of various oral, visual, and written texts (e.g., videos, CD-ROM stories, books on tape, and trade books) and the textual aids they employ (e.g., illustrations, tables of contents, and headings/titles) 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include new friendships and life in the neighborhood. | X | X | |
| 2. Identify and categorize key ideas, concepts, and perspectives found in texts. | X | X | |
| 3. Draw conclusions based on their understanding of differing views presented in text. | 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 | | |
|--|------------|------------|----------------|
| | Open Court | Core Knldg | Shurley Method |
| 1. Make connections between key ideas in literature and other texts and their own lives. | X | X | |
| 2. Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience, and creating a visual representation of an important idea. | X | 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

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 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 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

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!

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.

**LANGUAGE ARTS
THIRD GRADE**
Writing

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



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.

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

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)

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?

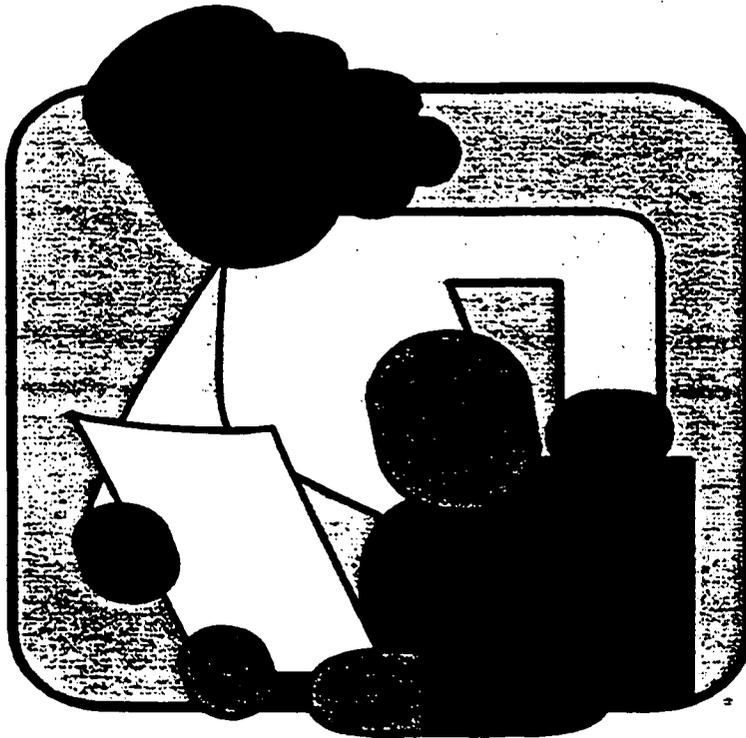
So, what's the lowest score I could get and still have an effective writing program? A score in the 54–72 range is the basis for an effective writing program. A score higher than 72 would indicate that writing is already a prominent component of your classroom culture. A score lower than 54 (18 items 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.

**MATH
THIRD GRADE**

**Saxon Math
Saxon Math Grades 1-4
Whole Group Pacing
Saxon Grade Level Curriculum**



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 97 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.

2. The Lesson

The Lesson usually occurs later in the day. During The Lesson, a new objective (increment) is introduced through a carefully selected group activity. Children use materials, engage in discussions, work in groups, and work together to help each other learn. Teachers should not expect children to perform beyond the difficulty level of the presented problems, nor should they worry if a child does not “catch on” during the first encounter with a concept. It is expected that the child will work on problems at the same level of difficulty for several days or weeks before proceeding to the next level of difficulty. The concept will be extended in subsequent Lessons.

In grades 1-4, four Lessons should be completed each week. The extra day of the week can be used for catching up or for math games or projects. The Meeting should take place on the extra day as well. The teacher can use The Meeting from the previous day (or any day that week) by changing the parts to reflect a new day. In weeks containing an Assessment, four Lessons (including the Assessment) should be completed. The Meeting script for the first day of the month also contains The Lesson for that day.

It is important that the teacher not become discouraged at the length of time it takes to complete a Lesson the first few months of the program.

Teachers who have completed an entire school year will assure you that it does get better. You will soon be able to look at a Lesson and decide whether to attempt it in one day or whether to divide it into two days. Don't forget that an extra day each week is built into the program! When dividing a Lesson, we recommend keeping the Facts Practice with The Lesson and doing the Written Practice the following day.

Notes on Manipulatives

Manipulatives are an integral part of the primary math program. Saxon Publishers sells a kit that supplies many of the manipulatives used in *Math K*, *Math 1*, *Math 2*, *Math 3*, and *Math 4*. You may prefer to shop at your local educational supply store or any educational catalog for math supplies. For a list of manipulatives by grade level, refer to the catalog or contact Saxon Publishers at (800) 284-7019.

Tip!

To keep lesson time to a minimum, always be aware of the time it takes to pass out and to collect manipulatives. You can distribute manipulatives in plastic baggies, baskets shared by two or three students, paper cups, or buckets. Items can be stored in the same containers used for distribution. Analysis of distribution procedures can sometimes help make a big difference in the overall length of math time.

The time limit for the fact sheets is reduced to 45 seconds in *Math 3*. Again, this time can be lengthened initially to help the students adjust to the exercise. Some of the strategies used in *Math 2* can also be applied in *Math 3* to encourage the students to excel.

5. **Assessment**

Oral and cumulative written Assessments are built into the program. Each Assessment questions children on skills that have been practiced for at least five Lessons. At grades 1-4, a written Assessment occurs after Lesson 10 and after every five Lessons thereafter. An oral Assessment occurs every ten Lessons. The oral Assessments are short, individual interviews that occur during independent working time and on the extra day that is built into the program. Each oral Assessment may be completed over a period of five days.

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
Temple City, California

John Saxon
Norman, Oklahoma

| | |
|---|--|
| 4. Explain the meaning of measurements and recognize that the number of units it takes to measure an object is related to the size of the unit. | L 5, 6, 34, 52, 53, 74, 92, 96 |
| 5. Explore scale drawings, models, and maps and relate them to measurement of real objects. | M 108 L 60, 90, 130, 133 |
| 6. Apply measurement to describe the real world and to solve problems. | L 5, 6, 34, 35, 55, 74, 92, 96, 100, 130 |
| 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 counting, measuring, and conducting surveys and experiments. | L 2, 40, 51, 57, 70, 80, 100 |
| 2. Organize data using concrete objects, pictures, tallies, tables, charts, diagrams, and graphs. | L 2, 3, 40, 51, 57, 70 |
| 3. Present data using a variety of appropriate representations and explain the meaning of the data. | L 2, 40, 51, 57, 70 |
| 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. | L 2, 40, 51, 57, 70 |
| 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. Read and explain data they have collected and organized themselves and progress to reading data from other sources. | L 2, 40, 51, 57, 70 |
| 2. Describe the shape of the data using informal language. | L 2, 40, 51, 57, 70 |
| 3. Draw, explain, and justify conclusions, such as trends, based on data. | L 2, 40, 51, 57, 70 |
| 4. Raise and answer questions about the source, collection, organization, and presentation of data, as well as the conclusions drawn from the data; explore biases in the data. | L 2, 40, 51, 57, 70 |
| 5. Formulate questions and problems and gather and interpret data to answer those questions. | L 2, 40, 51, 57, 70 |
| 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. | L 40, 51, 70, 80, 100 |
| 2. Conduct surveys, samplings, and experiments to solve problems and answer questions of interest to them. | L 40, 51, 70, 80, 100 |
| 3. Formulate and communicate arguments and conclusions based on data and evaluate their arguments and those of others. | L 40, 51, 70, 80, 100 |
| 4. Make and explain predictions based on data. | L 80, 100 |
| 5. Make predictions to answer questions and solve problems. | L 80, 100 |
| IV. Number Sense and Numeration | |

M=Meetings
L=Lessons

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 to model operations with numbers; develop their own methods of recording operations; and relate their models and recordings to standard symbolic expressions and algorithms. | M 1-140 L 3, 4, 8, 9, 113, 14, 15, 16, 18, 21, 24, 25, 27, 31, 34, 36, 38, 39, 42, 44, 45, 48, 59, 64, 67, 69, 72, 75, 78, 79, 81, 82, 85, 86, 87, 91, 94, 95, 97, 98, 102, 104, 106, 107, 109, 110, 115, 116, 117, 122, 125, 126, 128, 129, 134, 135, 136, 138 |
| 2. Develop and apply the appropriate method of computation from among mental computation, estimation, paper-and-pencil, or calculators; explain why they are choosing a method and how they know which operations to perform in a given situation. | M 1-140 L 3, 4, 8, 9, 113, 14, 15, 16, 18, 21, 24, 25, 27, 31, 34, 36, 38, 39, 42, 44, 45, 46, 48, 59, 64, 67, 69, 72, 75, 78, 79, 81, 82, 85, 86, 87, 91, 94, 95, 97, 98, 100, 102, 104, 106, 107, 109, 110, 111, 113, 115, 116, 117, 119, 120, 121, 122, 125, 126, 128, 129, 132, 134, 135, 136, 138 |
| 3. Explore properties of operations (e.g. Commutative and distributive properties) and give examples of how they use those properties. | M 1-140 L 39, 48, 87, 104, 116, 121 |
| 4. Apply operations efficiently and accurately in solving problems. | M 1-140 L 3, 4, 8, 9, 113, 14, 15, 16, 18, 21, 24, 25, 27, 31, 34, 36, 38, 39, 42, 44, 45, 46, 48, 59, 64, 67, 69, 72, 75, 78, 79, 81, 82, 85, 86, 87, 91, 94, 95, 97, 98, 100, 102, 104, 106, 107, 109, 110, 111, 113, 115, 116, 117, 119, 120, 121, 122, 125, 126, 128, 129, 132, 134, 135, 136, 138 |

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. Write and solve open sentences (e.g., $+ = 5$) and write stories to fit the open sentence. | M 108 L 9, 24, 47, 80, 106, 123, 130 |
| 2. Explore algebraic concepts with manipulatives such as balance scales, tables of input and output, and pictorial representations of problems. | L 119 |
| 3. Find replacements for the variable(s) in open sentences. | M 108 L 9, 24, 47, 80, 106, 123, 130 |
| 4. Use analytic thinking to describe situations and solve problems. | M 108 L 9, 24, 47, 65, 80, 106, 123, 130 |

VI. Probability and Discrete Mathematics

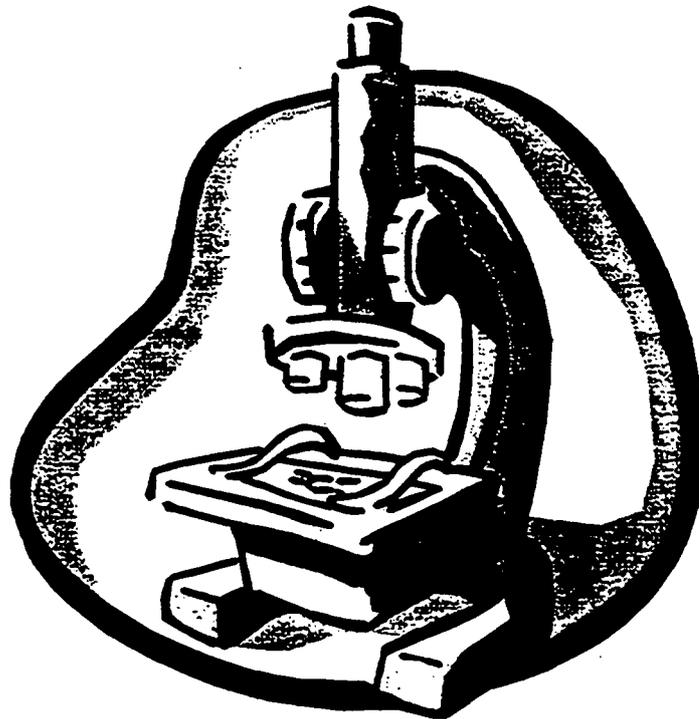
Content Standard 1: Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgements about claims that are made in probabilistic situations. (Probability)

| Objective | Lessons/Methodology |
|---|---------------------|
| 1. Explain the difference between chance and certainty and give examples to illustrate their understanding. | L 80 |
| 2. Compare events and describe them as "more likely" or "less likely" and use the language of fractions to describe simple probabilities. | L 80, 100 |

M=Meetings
L=Lessons

SCIENCE THIRD GRADE

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



| | |
|---|----------------------------|
| 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. (Constructing New Scientific Knowledge) | |
| Objective | Lessons/Methodology |
| 1. Generate reasonable questions about the world based on observation. | C1 |
| 2. Develop solutions to unfamiliar problems through reasoning, observation, and/or experiment. | C2 |
| 3. Manipulate simple mechanical devices and explain how they work. | C3 |
| 4. Use simple measurement devices to make metric measurement. | C4 |
| 5. Develop strategies and skills for information gathering and problem solving. | C5 |
| 6. Construct charts and graphs and prepare summaries of observations. | C6 |
| 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. (Reflecting on Scientific Knowledge) | |
| Objective | Lessons/Methodology |
| 1. Develop an awareness of the need for evidence in making decisions scientifically. | R1 |
| 2. Show how science concepts can be interpreted through creative expression such as language arts and fine arts. | R2 |
| III. USING SCIENTIFIC KNOWLEDGE IN LIFE SCIENCE | |
| 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 cells as living systems. | LC 1 |
| 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 | Lessons/Methodology |
| 1. Compare and classify familiar organisms on the basis of observable physical characteristics. | LO 1 |

| IV. USING SCIENTIFIC KNOWLEDGE IN PHYSICAL SCIENCE | |
|--|----------------------------|
| 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. Classify common objects according to observable attributes. | PME 1 |
| 2. Measure weight, dimensions, and temperature of appropriate objects and materials. | PME 2 |
| 3. Identify properties of materials that make them useful. | PME 3 |
| 4. Identify forms of energy associated with common phenomena. | PME 4 |
| 5. Describe the interaction of magnetic materials with other magnetic materials and non-magnetic materials. | PME 5 |
| 6. Describe the interaction of charged materials with other charged or uncharged materials. | PME 6 |
| 7. Describe possible electrical hazards to be avoided at home and at school. | PME 7 |
| 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 matter (size, shape, melting, freezing, dissolving). | PCM 1 |
| 2. Prepare mixtures and separate them into their component parts. | PMC 2 |
| 3. Construct simple objects that fulfill a technological purpose. | PMC 3 |
| 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. | |
| Objects | Lessons/Methodology |
| 1. Describe or compare motions of common objects in terms of speed and direction. | PMO 1 |
| 2. Describe how forces (pushes or pulls) speed up, slow down, stop, or change the direction of a moving object. | PMO 2 |
| 3. Use simple machines to make work easier. | PMO 3 |

| | |
|--|---------------------------|
| <p>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.</p> | |
| Objective | Lesson/Methodology |
| 1. Describe the sun, moon, and earth. | ES 1 |
| 2. Describe the motions of the earth and moon around the sun. | ES 2 |

RECOMMENDED SCIENCE SCHEDULE

GRADE THREE

SEP

| | | |
|--------|------|--------------------------------------|
| Sep 4 | PCM3 | Scientific Method and small projects |
| Sep 10 | LO 1 | Animal Classification |
| Sep 17 | LO 2 | Vertebrates |
| Sep 24 | LO 3 | Life Cycles |

OCT

| | | |
|--------|-------|-----------------------|
| Oct 1 | LO 4 | Needs of Organisms |
| Oct 8 | LE 2 | Special Adaptations |
| Oct 15 | LO 5 | Plants |
| Oct 22 | LO 5 | Plants |
| Oct 29 | LEC 1 | Food Chains/ Food web |

NOV

| | | |
|--------|-------|---|
| Nov 5 | | Science Reading and Writing for Content |
| Nov 12 | LEC 2 | Ecological relationships |
| Nov 19 | | Science Reading and Writing for Content |
| Nov 26 | LEC 3 | Needs of living things |

DEC

| | | |
|--------|-------|---|
| Dec 3 | LEC 4 | Succession |
| Dec 10 | PME 3 | Properties of Materials |
| Dec 17 | | Science Reading and Writing for Content |

JAN

| | | |
|--------|-------|-------------------------|
| Jan 3 | PME 3 | Properties of Materials |
| Jan 7 | PME 4 | Energy |
| Jan 14 | PME 4 | Energy |
| Jan 21 | PME 5 | Magnetism |
| Jan 28 | PME 6 | Electricity |

FEB

| | | |
|--------|---------|---|
| Feb 4 | PME 6/7 | Electricity |
| Feb 11 | | Science reading and Writing for Content |
| Feb 18 | PMO 3 | Simple Machines |
| Feb 25 | PMO 3 | Simple Machines: Work Equation, $W=F \cdot D$ |

MAR

| | | |
|--------|-------------|---|
| Mar 4 | PWV 1/PWV 2 | Sound |
| Mar 11 | PWV 1/PWV 2 | Sound |
| Mar 18 | PWV 1/PWV 2 | Sound |
| Mar 25 | | Science Reading and Writing for Content |

APRIL

| | | |
|----------|-------------------|------------------|
| April 8 | PWV 3/PWV 4/PWV 5 | Light |
| April 15 | PWV 3/PWV 4/PWV 5 | Light |
| April 22 | PWV 3/PWV 4/PWV 5 | Light |
| April 29 | ES 1 | Earth, Moon, Sun |

MAY

| | | |
|--------|-------|---|
| May 6 | ES 2 | Day/Night, Seasons, Moon Phases, Eclipses |
| May 13 | ES 2 | Day/Night, Seasons, Moon Phases, Eclipses |
| May 20 | PMO 1 | Motion |
| May 28 | PMO 2 | Forces |

JUNE

| | | |
|--------|--|--------------------------------|
| June 5 | | Science Project: Build Rockets |
|--------|--|--------------------------------|

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 THIRD GRADE

Grade Level Schedule

Core Knowledge Objectives

The Core Democratic Values Grades K-4

The Core Democratic Values Grades 5-8

General Resources for Classroom Kits

(Perma-Bound Publications)

Geography Resources for Classroom Kits

(Debby and Company)



History and Geography: Grade 3

WORLD HISTORY AND GEOGRAPHY

I. World Geography

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

- Name your continent, country, state, and community
- Understand that maps have keys or legends with symbols and their uses
- Find directions on a map: east, west, north, south
- Identify major oceans: Pacific, Atlantic, Indian, Arctic
- The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- Locate: Canada, United States, Mexico, Central America
- Locate: the Equator, Northern Hemisphere and Southern Hemisphere, North and South Poles
- Measure straight-line distances using a bar scale
- Use an atlas and, if available, on-line sources to find geographic information

B. GEOGRAPHICAL TERMS AND FEATURES

- Boundary, channel, delta, isthmus, plateau, reservoir, strait

C. CANADA

- Locate in relation to United States
- French and British heritage, French-speaking Quebec
- Rocky Mountains
- Hudson Bay, St. Lawrence River, Yukon River
- Divided into provinces
- Major cities, including Montreal, Quebec, Toronto

D. IMPORTANT RIVERS OF THE WORLD

- Terms: source, mouth, tributary, drainage basin
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus
- Africa: Nile, Niger, Congo
- South America: Amazon, Parana, Orinoco
- North America: Mississippi and major tributaries, Mackenzie, Yukon
- Australia: Murray-Darling
- Europe: Volga, Danube, Rhine

III. The Vikings

- From area now called Scandinavia (Sweden, Denmark, Norway)
- Also called Norsemen, they were skilled sailors and shipbuilders
- Traders, and sometimes raiders of the European coast
- Eric the Red and Leif Ericson (Leif “the Lucky”)
- Earliest Europeans (long before Columbus) we know of to come to North America
Locate: Greenland, Canada, Newfoundland

AMERICAN HISTORY AND GEOGRAPHY

I. The Earliest Americans

A. CROSSING THE LAND BRIDGE

- During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:
Inuits (Eskimos)
Anasazi, pueblo builders and cliff dwellers
Mound builders

B. NATIVE AMERICANS

- In the Southwest
Pueblos (Hopi, Zuni)
Dine (Navajo)
Apaches
- Eastern “Woodland” Indians
Woodland culture: wigwams, longhouses, farming, peace pipe,
Shaman and Sachem
Major tribes and nations (such as Cherokee Confederacy, Seminole,
Powhatan, Delaware, Susquehanna, Mohican, Massachusett,
Iroquois Confederacy)

II. Early Exploration of North America

A. EARLY SPANISH EXPLORATION AND SETTLEMENT

- Settlement of Florida
- Ponce de Leon, legend of the Fountain of Youth
- Hernando de Soto
- Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
- Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River

B. SOUTHERN COLONIES

- Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
- Virginia
 - Chesapeake Bay, James River
 - 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - Establishment of Jamestown, first continuous English colony in the New World
 - Trade with Powhatan Indians (see also Eastern "Woodland" Indians, above)
 - John Smith
 - Pocahantas, marriage to John Rolfe
 - Diseases kill many people, both colonists and Indians
 - The Starving Time
 - Clashes between American Indians and English colonists
 - Development of tobacco as a cash crop, development of plantations
 - 1619: slaves brought to Virginia
- Maryland
 - A colony established mainly for Catholics
 - Lord Baltimore
- South Carolina
 - Charleston
 - Plantations (rice, indigo) and slave labor
- Georgia
 - James Oglethorpe's plan to establish a colony for English debtors
- Slavery in the Southern colonies
 - Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
 - The difference between indentured servant and slaves: slaves as property
 - The Middle Passage



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

GENERAL RESOURCES FOR CLASSROOM KITS**Perma-Bound Books**

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

GRADE 3**WORLD HISTORY & GEOGRAPHY: Topics In Geography**

| | | |
|---|---|---------|
| 3 | 44123 Canada (Original Publisher's Binding) | \$21.50 |
| 3 | 197801 Minn Of The Mississippi | \$17.60 |

WORLD HISTORY & GEOGRAPHY: Ancient Rome

| | | |
|---|--|---------|
| 3 | 128259 *Growing Up In Ancient Rome | \$10.60 |
| 3 | 238507 *Pompeii...Buried Alive! | \$9.64 |
| 3 | 256972 Roman Villa | \$22.90 |
| 3 | 256998 Romans | \$17.60 |
| 3 | 323232 What Do We Know About The Romans? | \$20.90 |

AMERICAN HISTORY & GEOGRAPHY: Earliest Americans

| | | |
|---|--|---------|
| 3 | 101438 First Americans (2nd Edition) | \$19.60 |
| 3 | 231650 People Of The Breaking Day | \$11.64 |
| 3 | 257814 Rough-Face Girl | \$12.64 |
| 3 | 277690 Sootface: An Ojibway Cinderella Story | \$12.64 |

AMERICAN HISTORY & GEOGRAPHY: Early Exploration Of North American

| | | |
|---|--|---------|
| 3 | 77685 *Discovery Of The Americas | \$12.60 |
| 3 | 89180 Encounter | \$11.65 |
| 3 | 93182 *Exploration And Conquest: The Americas After Columbus | \$11.60 |

AMERICAN HISTORY & GEOGRAPHY: Thirteen Colonies - Life & Times Before The Revolution

| | | |
|---|---|---------|
| 3 | 62650 *Courage Of Sarah Noble | \$10.64 |
| 3 | 103040 First Thanksgiving | \$12.64 |
| 3 | 151133 *If You Lived In Colonial Times | \$11.64 |
| 3 | 151177 *If You Sailed On The Mayflower | \$11.64 |
| 3 | 187242 Making Thirteen Colonies (2nd Edition) | \$19.60 |
| 3 | 209616 N.C. Wyeth's Pilgrims | \$12.60 |
| 3 | 235102 Pilgrims Of Plimoth | \$11.64 |
| 3 | 270606 *Sign Of The Beaver | \$11.00 |
| 3 | 281993 Squanto And The First Thanksgiving | \$10.60 |
| 3 | 323155 Whaling Days | \$12.60 |

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 | 190555 Maps And Globes | \$12.60 |

GEOGRAPHY RESOURCES FOR CLASSROOM KITS

Debby & Company

GRADE THREE (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-153-3 | *Communities (Grade 3) McGraw-Hill/Spectrum Series... Geography | \$7.95 |
| IF8554 | (#) Blank Map Outlines | \$9.99 |
| IF5190 | (#) Map Skills (Basic Skills Series) Grade 3 | \$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 |
| EI-3310 | *Jumbo Picture World Atlas (Giant Atlases) | \$9.95 |
| EI-3311 | *U.S. Discovery Atlas (Giant Atlases) | \$9.95 |
| UM-251 | (#) 50 Laminated U.S. Maps | \$39.50 |
| UM-253 | (#) 50 Laminated World Maps | \$39.50 |
| BH-95222 | U.S. Geography (Geography Flip-Overs) | \$6.75 |
| BH-95223 | World Geography (Geography Flip-Overs) | \$6.75 |
| EMC350 | Using Maps & Globes Activity Cards | \$12.95 |

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)**



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).

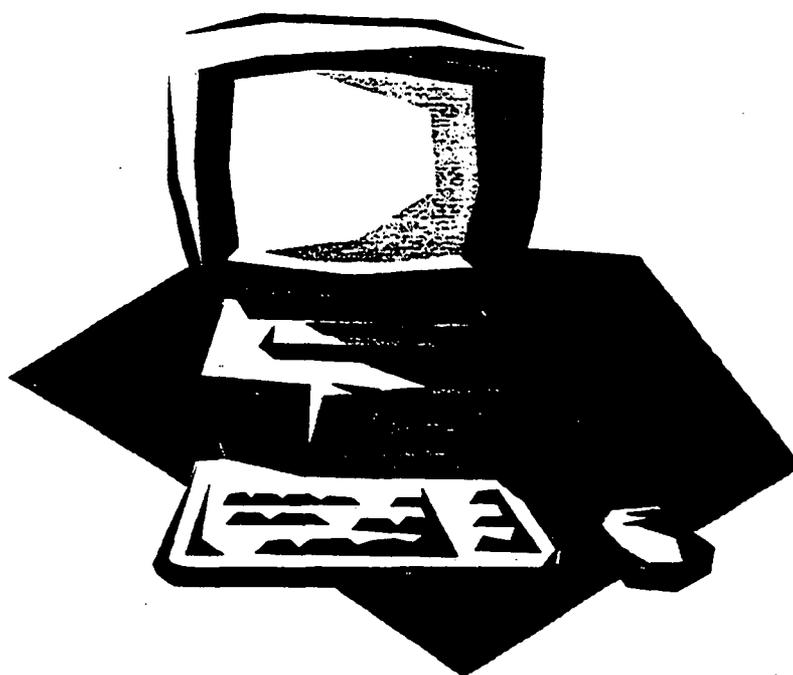
Individuals with Disabilities Education Act (IDEA)

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 THIRD GRADE

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



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

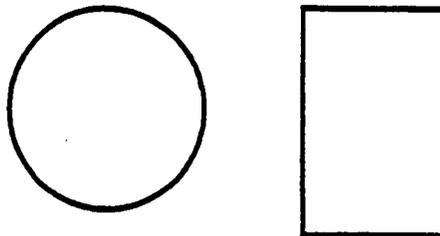
Although the time dedicated to acquire computer-specific skills is not equally distributed throughout the various grade levels, the underlying philosophy regarding technology use to enhance instruction is constant. In addition to developing materials that address both content standards and technology 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.

Technology Content Standards Grade 3

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 | Introduce |
| Mouse Skills: Point and Select from Menu | Introduce |
| Mouse Skills: Point, Click, and Drag | Introduce |
| Other: | |
| Identify and know the basic functions of computer hardware. | Introduce |
| Know potential hazards that could damage computer hardware. | Introduce |
| Learn NHA's student computer usage policies. | 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) | Introduce |
| File Management: Retrieve saved documents | Introduce |
| Computer Operation Skills: | |
| Computer Operation Skills: Know how to start a computer software program | Introduce |
| 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. | Introduce |
| Word Processing: Change the font and size of text. | Introduce |
| Word Processing: Align text with alignment buttons. | Introduce |
| Word Processing: Highlight text with the mouse. | Introduce |
| Word Processing: Change the format of text with bold, italics and underline. | Introduce |
| Word Processing: Know how to print independently. | Introduce |
| Spreadsheet: | |
| Spreadsheet: Use the mouse to select a cell. | Introduce |
| Spreadsheet: Enter data into a cell. | 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.

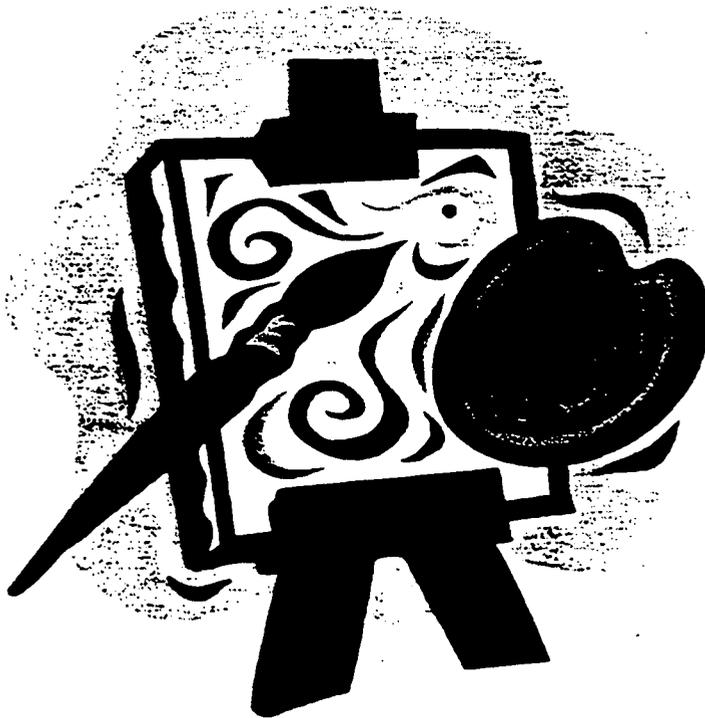
Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

| Content Standard 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'ts | 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 |

**VISUAL ARTS
THIRD GRADE**

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



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

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.

C. DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER

- Become familiar with how these terms are used in discussing works of art
 - Figure and ground
 - Pattern
 - Balance and Symmetry
- Examine design--how the elements of art work together--in
 - Rosa Bonheur, *The Horse Fair*
 - Mary Cassatt, *The Bath*
 - Early American Quilts
 - Edward Hicks, *The Peaceable Kingdom*
 - Henri Matisse, cut-outs: *Icarus*
 - Edvard Munch, *The Scream*
 - Horace Pippin, *Victorian Interior*
 - Faith Ringgold, *Tar Beach*

II. American Indian Art

- Become familiar with American Indian works, including
 - Kachina dolls (Hopi, Zuni)
 - Navajo (Dine) blankets and rugs, sand paintings
 - Masks

III. Art of Ancient and Byzantine Civilization

- Become familiar with artwork of ancient Roman and Byzantine civilization including
 - Le Pont du Gard
 - The Pantheon
 - Byzantine mosaics
 - Hagia Sophia



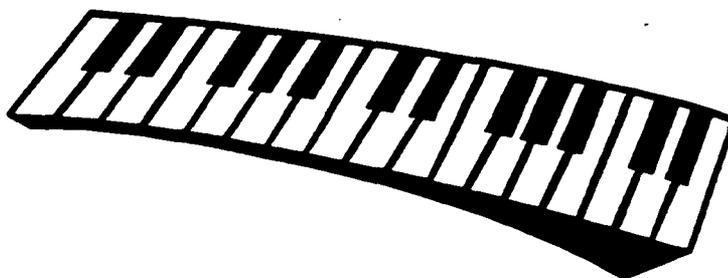
**MUSIC
THIRD GRADE**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 3-2000**



Third Grade Content Standards

| The Student Will: |
|--|
| A. Recognize a steady beat, accents, and the downbeat; playing a steady beat |
| B. Move responsively to music. |
| C. Recognize short and long sound |
| D. Discriminate between fast and slow; gradually slowing down (ritardando) or getting faster (accelerando) |
| E. Discriminate between differences in pitch; high and low |
| F. Discriminate between loud and soft; gradually increasing or decreasing volume |
| G. Understand that melody can move up and down |
| H. Hum the melody while listening to music. |
| I. Perform short rhythms and melodic patterns and ostinati |
| J. Play simple rhythms and melodies |
| K. Sing unaccompanied, accompanied, and in unison |
| L. Recognize harmony; sing rounds |
| M. Recognize verse and refrain, introduction, and coda |
| N. continue work with timbre and phrasing |
| O. Recognize theme and variations |
| P. Review names of musical notes; scale as a series of notes |
| Q. Understand and use the following notation: names of notes on staff; treble clef sign; bar line, meter and time signature; double bar line; measure; repeat sign; quarter note and rest; eighth note; half note and rest; whole note and rest; dynamics f (forte, loud), mf (mezzo forte, moderately loud), p (piano, soft), mp (mezzo piano, moderately soft) |
| R. Identify major and minor melody lines |
| S. Develop listening skills and appreciation in accordance with grade level objectives |
| T. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines |
| U. Identify all major instruments of the orchestra by their sound |
| V. Identify soprano, alto, tenor, and bass voices |
| W. Identify some music selections and the composers |
| X. Identify which instruments are playing by listening |
| Y. Identify simple styles of music |



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)

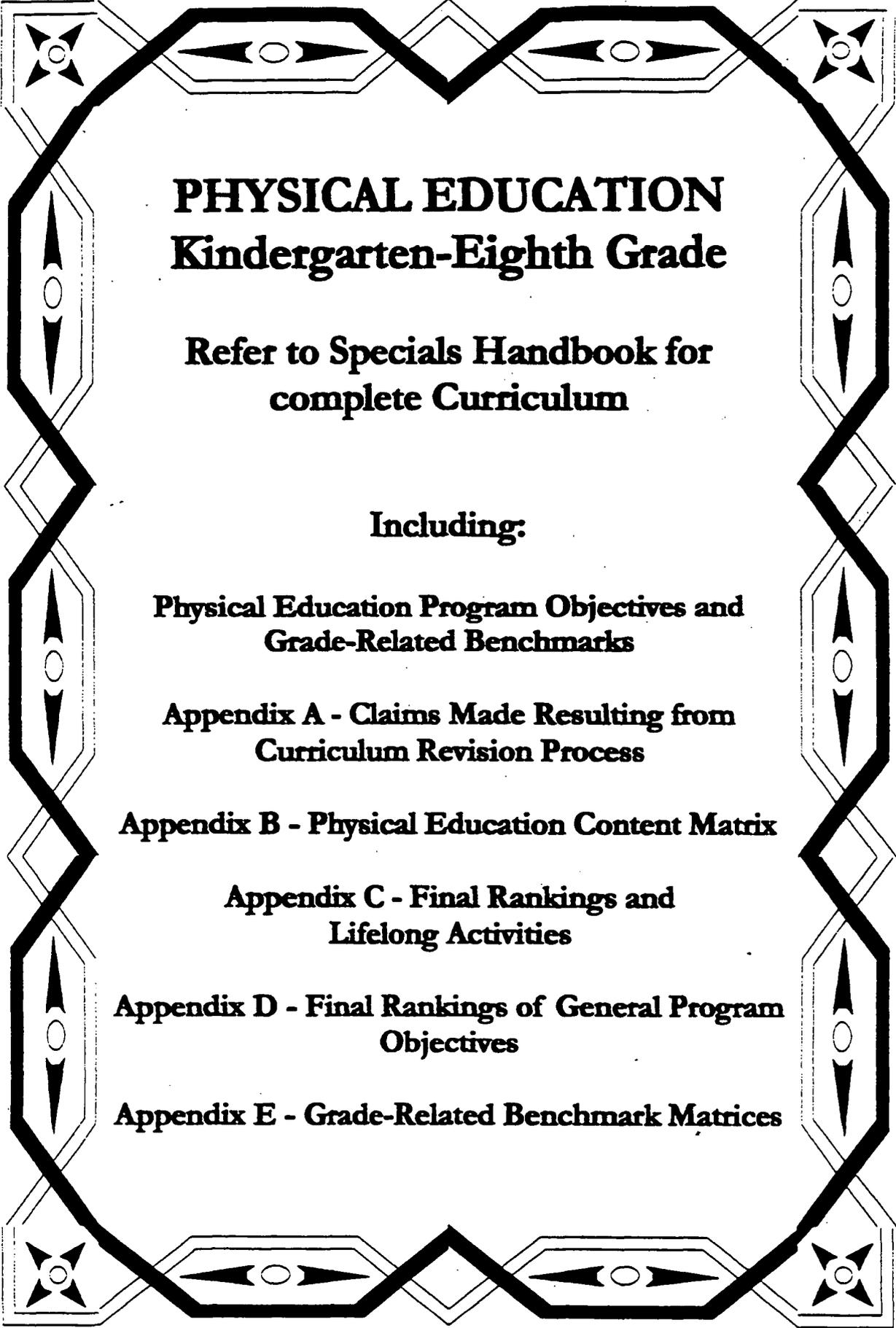
Series 1, 2, & 3 West Music Supply Company page # 89
CDBM5111; CDBM5112, CDBM5113

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



**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**

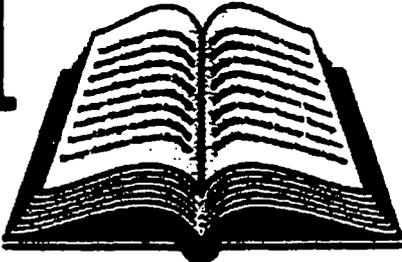
**Appendix D - Final Rankings of General Program
Objectives**

Appendix E - Grade-Related Benchmark Matrices

Fourth Grade

Curriculum Handbook 2001-2002

National Heritage Academies™



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

Laura Bartlett
Michelle Bauman
Jane Beal
James Robert Brown
Linda Chaffee
Kim Chapin
Melissa Flickinger
Daphne Franklin
Mary Claire Fu
Erin Greenop
Heather Guerra
Tuwanda Hairston
Casey Helmreich
Sarah Huddleston
Emilie Johnson
Jeff Johnston
Diane Kennedy
Kimberly Kobylak
Kevin Kooiker
Johann Linna
Mandy Lohman
Angela Newton
Nicole Pachulski
Kaylin Rhoades
Cynthia Ruble
Mary Scheidel
Elizabeth Sinclair
Lois Smith
Angie Spears
Kirt Stevens
Rudy Swofford
Krista Tolchin
Dawn Tubbs
Marsha VanderSloot
Kathy Watson
Rebecca Weliver
Kathy White
Cathy Wygmans
Ellen Zainea

School

Greensboro
Paramount
Vista
Greensboro
Walker
Eagle Crest
Chandler Woods
South Arbor
Eagle Crest
Walker
Knapp
Research Triangle
North Saginaw
Forsyth
Forsyth
Greensboro
Greensboro
Linden
Vista
Ridge Park
Cross Creek
Paramount
Walker
Endeavor
Forsyth
Cross Creek
Endeavor
Cross Creek
Excel
Vista
Greensboro
Endeavor
Linden
Vanguard
North Saginaw
South Arbor
Greensboro
Eagle Crest
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 |

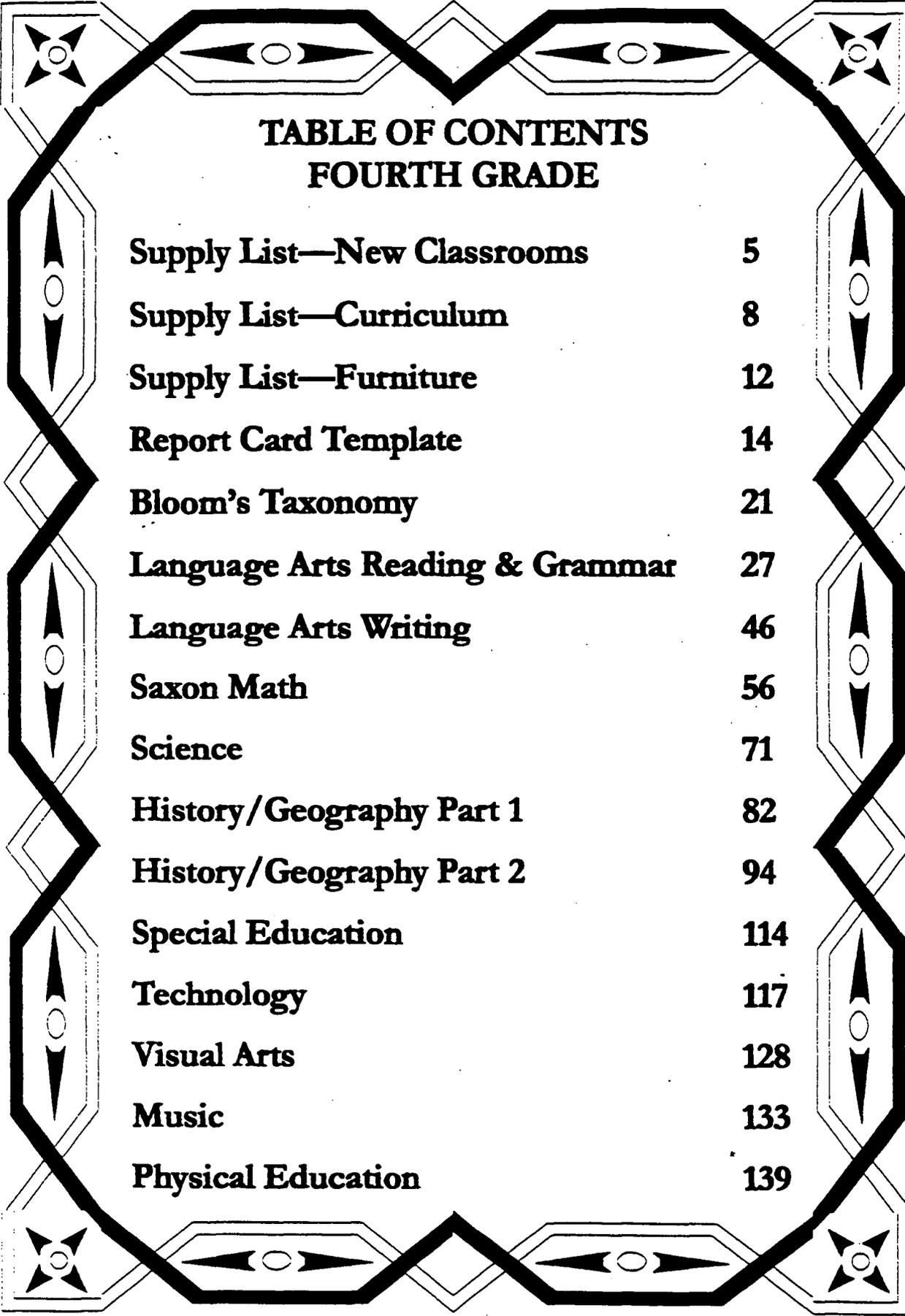
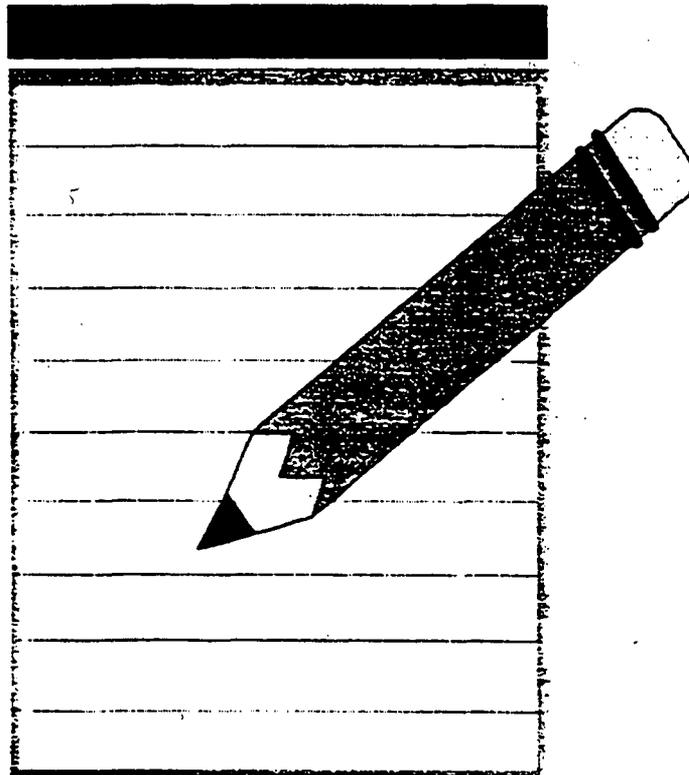


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SUPPLY LIST FOURTH GRADE

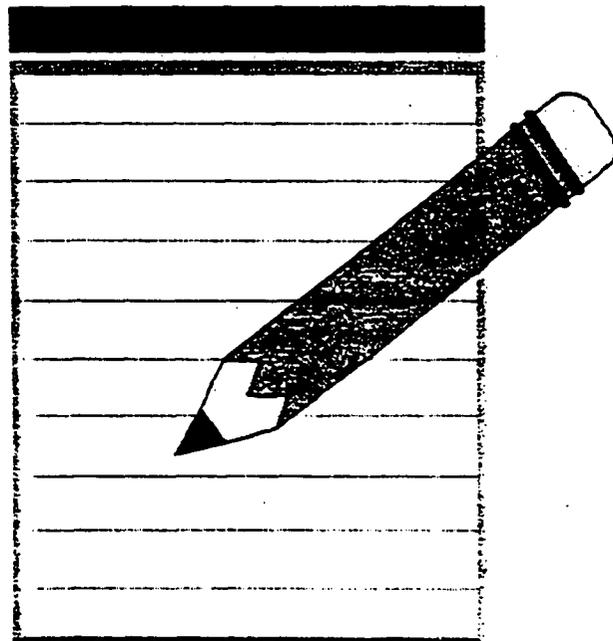
**The supplies are provided by NHA in
new classrooms in new and existing
schools.**



| 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 FOURTH 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. | Fourth | We The People Level 1 Set | 1 | \$165.00 | \$165.00 |
| George F. Cram Co. | Fourth | U.S./World Explorer Pol. Combo Map (MI, NY, NC, OH) | 1 | \$242.25 | \$242.25 |
| Debby & Co. | Fourth | Atlas of Our Country | 1 | \$7.95 | \$7.95 |
| Debby & Co. | Fourth | Democracy for Young Americans | 1 | \$13.95 | \$13.95 |
| Debby & Co. | Fourth | Dice | 4 | \$0.20 | \$0.80 |
| Debby & Co. | Fourth | Earth & Weather | 1 | \$4.95 | \$4.95 |
| Debby & Co. | Fourth | Easy Chemistry | 1 | \$11.95 | \$11.95 |
| Debby & Co. | Fourth | Ecology | 1 | \$9.95 | \$9.95 |
| Debby & Co. | Fourth | Elementary Economics | 1 | \$5.99 | \$5.99 |
| Debby & Co. | Fourth | Energy | 1 | \$4.95 | \$4.95 |
| Debby & Co. | Fourth | Geology and Minerals | 1 | \$14.95 | \$14.95 |
| Debby & Co. | Fourth | Immigration | 1 | \$5.95 | \$5.95 |
| Debby & Co. | Fourth | Immigration | 1 | \$10.95 | \$10.95 |
| Debby & Co. | Fourth | Kid's Guide to Social Action, Free Sprit | 1 | \$16.95 | \$16.95 |
| Debby & Co. | Fourth | Kitchen Chemistry | 1 | \$6.95 | \$6.95 |
| Debby & Co. | Fourth | Life in a Pond | 1 | \$7.95 | \$7.95 |
| Debby & Co. | Fourth | Make it Work! Earth | 1 | \$6.95 | \$6.95 |
| Debby & Co. | Fourth | Map Skills | 1 | \$9.95 | \$9.95 |
| Debby & Co. | Fourth | Matter | 1 | \$7.98 | \$7.98 |
| Debby & Co. | Fourth | Medieval Time Activity Book | 1 | \$6.95 | \$6.95 |
| Debby & Co. | Fourth | Michigan the Wolverine State (Thematic Unit) | 1 | \$5.99 | \$5.99 |
| Debby & Co. | Fourth | Middle Ages Knights & Castles | 1 | \$6.95 | \$6.95 |
| Debby & Co. | Fourth | Regions of the USA Maps | 1 | \$11.95 | \$11.95 |
| Debby & Co. | Fourth | The Amazing Earth Model Book | 1 | \$14.95 | \$14.95 |
| Debby & Co. | Fourth | The Weather Report | 1 | \$14.99 | \$14.99 |
| Debby & Co. | Fourth | Water Cycle | 1 | \$3.95 | \$3.95 |
| Debby & Co. | Fourth | We the People (Duplicating Masters) | 1 | \$9.95 | \$9.95 |
| Debby & Co. | Fourth | Weather Watch | 1 | \$8.99 | \$8.99 |
| Debby & Co. | Fourth | World History Simulation | 1 | \$11.95 | \$11.95 |
| Debby & Co. | Fourth | Varlous Science Books **See AcademyLink Purchase Order form** | | | |
| Educ. Consult.Svc. | Fourth | Teaching Gifted Kids in the Regular Classroom | 1 | \$25.00 | \$25.00 |
| Educational Design | Fourth | MEAP Coach Math (1p/s) | 1 | \$9.95 | \$9.95 |
| Educational Design | Fourth | MEAP Coach Reading (1p/s) | 1 | \$9.95 | \$9.95 |
| Educator's Pub. | Fourth | Spellwell C (1p/s) | 1 | \$3.60 | \$3.60 |
| Educator's Pub. | Fourth | Spellwell CC (1p/s) | 1 | \$3.60 | \$3.60 |
| Educator's Pub. | Fourth | Spellwell C & CC, Teacher's Guide | 1 | \$2.00 | \$2.00 |

| | | | | | |
|--------------------|--------|---|---|----------|----------|
| Educator's Pub. | Fourth | Book 1, Vocabulary (1p/s) | 1 | \$4.75 | \$4.75 |
| Educator's Pub. | Fourth | Teacher's Key | 1 | \$3.65 | \$3.65 |
| Educator's Pub. | Fourth | Test, Book 1 (Package of 6) | 1 | \$5.35 | \$5.35 |
| Flinn | Fourth | Various Science Equipment **See AcademyLink Purchase Order form** | | | |
| Frey | Fourth | Various Science Consumable Supplies **See AcademyLink Purchase Order form** | | | |
| Great Source | Fourth | Daily Geography | 1 | \$21.95 | \$21.95 |
| Great Source | Fourth | Daily Geography Student Book (10pk) | 1 | \$21.95 | \$21.95 |
| Great Source | Fourth | Daily Oral Language | 1 | \$21.95 | \$21.95 |
| Great Source | Fourth | Daily Oral Language Student Book (10pk) | 1 | \$21.95 | \$21.95 |
| Hirsch | Fourth | Books To Build On | 1 | \$10.95 | \$10.95 |
| Hirsch | Fourth | Core Knowledge Sequence Content Guidelines | 1 | \$22.50 | \$22.50 |
| Hirsch | Fourth | Listen, My Children (Poem/Anthology Book) (1p/s) | 1 | \$4.95 | \$4.95 |
| Hirsch | Fourth | The Schools We Need and Why We Don't Have Them | 1 | \$24.95 | \$24.95 |
| Hirsch | Fourth | What Your Fourth Grader Needs to Know | 1 | \$12.95 | \$12.95 |
| Jarrett Publishers | Fourth | Michigan: Its Land & People (1p/s) | 1 | \$18.95 | \$18.95 |
| Network | Fourth | Cumulative Writing Folder (25 w/ TE) | 1 | \$15.00 | \$15.00 |
| Network | Fourth | Developing an Effective Writing Program | 1 | \$10.00 | \$10.00 |
| Network | Fourth | Five Types of Writing Assignments (Poster) | 1 | \$4.00 | \$4.00 |
| Network | Fourth | Implementing the Cumulative Writing Folder | 1 | \$10.00 | \$10.00 |
| Network | Fourth | Selecting and Teaching Focus Correction Areas: Plan Guide | 1 | \$6.00 | \$6.00 |
| Network | Fourth | Strategies for Young Writers | 1 | \$5.00 | \$5.00 |
| Network | Fourth | Writers Marks (Poster) | 1 | \$4.00 | \$4.00 |
| Saxon | Fourth | Activity Guide | 1 | \$25.00 | \$25.00 |
| Saxon | Fourth | Basic Fact Cards (1p/s) | 1 | \$5.00 | \$5.00 |
| Saxon | Fourth | Student Edition Math 54 (1p/s) | 1 | \$40.00 | \$40.00 |
| Saxon | Fourth | Teacher's Edition | 1 | \$40.00 | \$40.00 |
| Saxon | Fourth | Test Masters | 1 | \$45.00 | \$45.00 |
| Schoolmaster | Fourth | Blue Litmus Paper | 1 | \$7.75 | \$7.75 |
| Schoolmaster | Fourth | Red Litmus Paper | 1 | \$7.75 | \$7.75 |
| Schoolmaster | Fourth | Wide Range pH Test Paper | 6 | \$0.95 | \$5.70 |
| Shurley Method | Fourth | Level 4 Kit 2nd Edition | 1 | \$345.00 | \$345.00 |
| Shurley Method | Fourth | Level 4 Poster Set | 1 | \$30.00 | \$30.00 |
| Shurley Method | Fourth | Level 4 Student Workbook (1p/s) | 1 | \$11.00 | \$11.00 |
| Shurley Method | Fourth | Level 4 Transparency Set | 1 | \$55.00 | \$55.00 |
| SRA/McGraw Hill | Fourth | Math Explorations and Applications Kit | 1 | 343.95 | \$343.95 |
| SRA/McGraw Hill | Fourth | Collections For Young Scholars, Vol. 4, Book 1 (1p/s) | 1 | \$31.32 | \$31.32 |
| SRA/McGraw Hill | Fourth | Collections For Young Scholars, Vol. 4, Book 2 (1p/s) | 1 | \$31.32 | \$31.32 |

| | | | | | |
|-----------------|--------|--|---|----------|----------|
| SRA/McGraw Hill | Fourth | Comprehension Checkpoints | 1 | \$10.23 | \$10.23 |
| SRA/McGraw Hill | Fourth | Explorer's Notebook (1p/s) | 1 | \$9.18 | \$9.18 |
| SRA/McGraw Hill | Fourth | Explorer's Notebook Response Guide | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Fourth | Framework for Effective Teaching, Teacher's Edition, Gr. 4, Book 1 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Fourth | Framework for Effective Teaching, Teacher's Edition, Gr. 4, Book 2 | 1 | \$82.98 | \$82.98 |
| SRA/McGraw Hill | Fourth | Overview Planner | 1 | \$14.04 | \$14.04 |
| SRA/McGraw Hill | Fourth | Reading/Writing Skills Practice (1p/s) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Fourth | Reading/Writing Skills Practice, Teacher's Edition | 1 | \$14.61 | \$14.61 |
| SRA/McGraw Hill | Fourth | Skills Assessment (3p/s x # of students in class) | 1 | \$9.75 | \$9.75 |
| SRA/McGraw Hill | Fourth | Skills Assessment, Teacher's Edition | 1 | \$14.61 | \$14.61 |
| SRA/McGraw Hill | Fourth | Student Toolbox | 1 | \$219.54 | \$219.54 |
| SRA/McGraw Hill | Fourth | Teacher Toolbox | 1 | \$439.11 | \$439.11 |
| SRA/McGraw Hill | Fourth | Reading Labs - OPTIONAL **See AcademyLink Purchase Order form** | | | |
| Virginia | Fourth | History | 1 | \$30.00 | \$30.00 |
| Zaner Bloser | Fourth | Handwriting Helper Kit CURSIVE | 1 | \$119.99 | \$119.99 |
| Zaner Bloser | Fourth | Handwriting Paper Ream | 3 | \$5.99 | \$17.97 |
| Zaner Bloser | Fourth | Handwriting Transparencies | 1 | \$82.99 | \$82.99 |
| Zaner Bloser | Fourth | Wall Strip | 1 | \$20.99 | \$20.99 |
| Zaner Bloser | Fourth | Teacher's Edition, Practice Masters, and Poster Super Pak | 1 | N/C | |

**SUPPLY LIST
FURNITURE
FOURTH GRADE**



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

Second, Third and Fourth Grades

| 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 |
| 14 | Student Desks | Artco Bell 9503 Open Front | 24 | NHA |
| 19 | Kidney Table | Artco Bell 1275 48x72 | 1 | NHA |
| 21 | Computer Table | Artco Bell CD60 | 1 | NHA |
| 11 | Medium Chair | Artco Bell 7105 15 1/2" | 29 | NHA |
| 12 | Large Chair | Artco Bell 7107 17 1/2" | 1 | NHA |
| 8B | 3 shelf Bookshelf | Lee Metal 42" | 2 | 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 FOURTH GRADE

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



Fourth Grade Report Card

| Marking Period | | | |
|----------------|---|---|---|
| 1 | 2 | 3 | 4 |

Reading

| | | | | |
|---|--|--|--|--|
| Comprehension | | | | |
| Fluency | | | | |
| Literary terms (characters, setting, plot, theme) | | | | |
| Learns vocabulary words | | | | |
| Completes weekly reading logs | | | | |
| Completes projects | | | | |

Comments:

Writing

| | | | | |
|---|--|--|--|--|
| Composition | | | | |
| Applies capitalization and punctuation rules | | | | |
| Applies elements of the writing process | | | | |
| Expresses ideas clearly | | | | |
| Uses the correct mechanics of writing | | | | |
| Writes well-structured and organized paragraphs | | | | |
| Handwriting | | | | |
| Cursive – uses correct size, form, and space | | | | |
| Cursive – writes neatly in daily work | | | | |
| Manuscript – uses correct size, for, and space | | | | |
| Manuscript – writes neatly in daily work | | | | |
| Grammar | | | | |
| Daily Oral Language | | | | |
| Identifies and uses parts of speech | | | | |
| Oral Presentation | | | | |

Comments:

Spelling

| | | | | |
|---------------------------------------|--|--|--|--|
| incorporates spelling into daily work | | | | |
| Learns assigned words | | | | |
| Assessments | | | | |
| Dictionary skills | | | | |
| Completes homework | | | | |

Comments:

Student Name: _____ Teacher: _____

| Mathematics | | | | | 801 |
|---|--|--|--|--|-----|
| Concepts | | | | | |
| Knows basic facts | | | | | |
| Whole number computation and procedures | | | | | |
| • Addition | | | | | |
| • Subtraction | | | | | |
| • Division | | | | | |
| • Multiplication | | | | | |
| Understands fractions, decimals, and percents | | | | | |
| Understands money | | | | | |
| Understands geometry | | | | | |
| Understands measurement | | | | | |
| Understands statistics and probability | | | | | |
| Understands problem solving | | | | | |
| Understands place value | | | | | |
| Understands mental math | | | | | |
| Understands algebraic Concepts | | | | | |
| Understands time | | | | | |
| Naming and constructing geometric figures | | | | | |
| Using numbers and organizing data | | | | | |
| Understands decimals and their uses | | | | | |
| Can measure angles | | | | | |
| Understands fractions | | | | | |
| Understands percents | | | | | |
| Understands, perimeter, area, and volume | | | | | |
| Completes daily assignments | | | | | |
| Assessments | | | | | |
| Comments: | | | | | |

| Science | | | | | |
|---|--|--|--|--|--|
| Understands scientific concepts | | | | | |
| Meteorology and weather | | | | | |
| Earth science | | | | | |
| Chemistry | | | | | |
| Physical Science | | | | | |
| Biology | | | | | |
| • Animal behavior | | | | | |
| • Human body | | | | | |
| Electricity | | | | | |
| Completes projects and experiments accurately | | | | | |
| Takes accurate notes | | | | | |
| Participates in discussions | | | | | |
| Uses scientific method | | | | | |
| Comments: | | | | | |

Student Name: _____ Teacher: _____

History/Geography/Government

802

- American History
- Medieval China
- Early and Medieval Africa
- Medieval Europe
- Spread of Islam
- State Culture
- State Economics
- State Government
- State History
- State Geography
- European Geography
- Asian Geography
- African Geography
- Continents and Oceans
- Map Reading
- State Project
- Participates in discussion
- Takes accurate notes
- Completes projects on time

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:

Student Name: _____

Teacher: _____

| | | | | | |
|-------------------------------------|--|--|--|--|------------|
| Art | | | | | 803 |
| Uses time wisely | | | | | |
| Demonstrates good conduct | | | | | |
| Demonstrates grade level art skills | | | | | |
| Graded work | | | | | |
| 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: | | | | | |

Student Name: _____ Teacher: _____

Final Comments:

805

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: _____