



Charter Schools Institute
State University of New York

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

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

VOLUME 2 OF 7

REDACTED COPY

**THIRD
AMENDMENT
TO THE
CHARTER
HARBOR SCIENCE
AND ARTS
CHARTER SCHOOL**

THIRD AMENDMENT TO THE CHARTER

This agreement is executed as of this 27th day of March, 2000 by and between the undersigned to further amend the charter agreement between them entered into on or about the 1st day of February, 2000, amended previously on the 16th day of March, 2000 (the "First Amendment"), and further amended on this day (the "Second Amendment").

The undersigned hereby ratify that the First Amendment and the Second Amendment, previously entered into, were and are valid amendments to the Charter and that the undersigned are bound thereby.

Capitalized terms used in this amendment are defined as set forth in the Charter unless otherwise indicated as is the use and validity of facsimile signatures and signatures in counterpart.

BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

Robert J. Bellafiore 3/24/00
Date

By: Robert J. Bellafiore, acting for the Board of
Trustees of the State University

Title: Executive Director, Charter Schools Institute,
State University of New York

APPLICANT

Robert North Date

APPLICANT

Richard Asche Date

APPLICANT

Gail Furman Date

APPLICANT

Vivian Gamon Date

APPLICANT

Patricia Fearon Date

BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

Ray Deegan 3/26/00
Date

By: Robert J. Bellafiore, acting for the Board of
Trustees of the State University

Title: Executive Director, Charter Schools Institute,
State University of New York

APPLICANT
Robert North 3/27/00
Date

APPLICANT
Richard Asche 3/27/00
Date

APPLICANT
Gail Furman 3/29/00
Date

APPLICANT
RESIGNED
Vivian Gamoc Date

APPLICANT
Patricia Fearon 3/29/00
Date

INNOVATIVE
PROGRAM
FEB 0 4 2000

Application

Name: HARBOR Science + ARTS

Vol 1 ~~1st~~ (1 OF 2)

Control # U 94

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total
books: 3

The Harbor Science and Arts Charter School



Application
1999

**CHARTER SCHOOL APPLICATION
TRANSMITTAL FORM AND COVER SHEET**

220

- Working Name of Charter School:

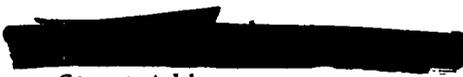
The Harbor Science and Arts Charter School

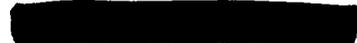
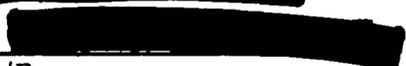
- Charter School Applicant (primary/lead applicant):


Signature

Robert North

- Contact Information:


Street Address

Fax 
Phone 
Telephone/Fax

New York, NY 
City/State/Zip


E-Mail

- Partner Individual(s) and/or Organization(s):

Boys Harbor, Inc.

- Date Submitted: May 10, 1999

COMPLETED APPLICATIONS SHOULD BE SUBMITTED TO:

Charter Schools Institute
Applications Desk
State University of New York
735 Anderson Hill Road
Purchase, New York 10577-1400

Phone: (914) 251-7922 Fax (914) 251-7923 E-mail charters@purchase.edu Internet: www.csinstitute.org

FOR OFFICE USE ONLY:

Received by: _____ Date received: _____
Sent to Reviewer: _____ /Date: _____ Received by Reviewer _____
Grant Recipient _____ /Date: _____ /Amount:\$ _____

REDACTED

Application For A Charter School



Application For A Charter School

I. Establishment

1. **Name of charter school:** Harbor Science and Arts Charter School

The name of the school must include the term "Charter School," and cannot include the name of a for-profit business or corporate entity.

2. Lead Applicant:

Name: Robert North

Address: [REDACTED]

New York, New York [REDACTED]

Phone/Fax/E-Mail: [REDACTED]

Other Applicant(s):

a) Richard Asche, Chairman Boys Harbor

b) Gail Furman

c) Patricia Fearon

Attach extra sheets as necessary ("Attachment I-2").

For each applicant, provide background information, including whether he or she is a teacher, parent, school administrator, and/or community resident. Indicate whether each is a representative of a college or university, museum, educational institution, not-for-profit organization, for-profit business, or corporate entity. Identify all other relevant affiliations for each applicant.

REDACTED

8. Requested initial term of charter (up to 5 years): (Sept 2000 to 31 August 2005)

9. a) Have you applied to any other chartering entity for a charter?

Yes No, But we plan to apply to the Regents

If "yes," indicate entity and date of application submission:

b) If you have previously applied for a charter from another charter entity and it was denied, state the reason(s) it was not approved ("Attachment I-9")

10. Are you requesting a conversion of an existing traditional public school to a charter school?

Yes No

If "yes," then **STOP. DO NOT CONTINUE.** The State University of New York Board of Trustees shall only consider applications for new charter schools, and is not authorized to approve charters for existing traditional public schools converting to a charter school.

If "no," then proceed with the application.

II. Mission

11. Attach a mission statement for the school ("Attachment II-11"). Include a discussion of how the proposed charter school is likely to:

- a. Improve student learning and achievement;
- b. Increase learning opportunities for all students and, if applicable, with a special emphasis on expanded learning opportunities for children at risk of academic failure;
- c. Use different and innovative teaching methods, if applicable;
- d. Increase professional opportunities for teachers, school administrators, and other personnel; and,
- e. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and,
- f. Institute a change from rule-based to performance-based accountability systems.

III. School Design And Organization

12. **Attach the proposed student admission policy and procedures for the charter school, and include procedures for excess enrollment or targeting a specified student population ("Attachment III-12").** Charter schools are required to be nonsectarian in their programs, admission policies, and other operations. Admission of students to a charter school shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender (although single-sex schools are allowed), national origin, religion, or ancestry.

See attached 111-12

If the number of applicants to a charter school exceeds capacity, a random selection process for admission must be used, with preference given to pupils residing in the school district where the charter school is located, students returning for a subsequent year at the charter school, and siblings of pupils already enrolled in the charter school.

The policy also must include procedures for student withdrawal from a charter school.

13. **State the grade levels of students to be served by the charter school.** Each charter school is required to serve at least one of the grades 1 through 12; nothing precludes a charter school from offering kindergarten.

See attached 111-13

14. **State the ages of students to be served by the charter school.**

See attached 111-14

15. **Detail the expected initial enrollment of the charter school, in total and by grade ("Attachment III-15").** With some exceptions -- such as when the charter school serves a geographically remote region or any other compelling reason -- a minimum student enrollment of 50 students is required by the second year of the school's operation.

See attached 111-15

16. **State the expected future enrollment of the charter school, by grade and total, providing a description of any plans to phase in new enrollment ("Attachment III-16").**

17. **Attach a proposed school calendar ("Attachment III-17").** Charter schools must provide at least as much instruction time during a school year as required of other public schools (180 days, *or the equivalent*).

a. Total number of days of instruction: 190 School will follow NYC BD of ED
Calendar

b. Length of school day: Start: 8:30am Dismissal: 3:00pm

c. Attach a description of periods of instruction (classroom times; recess or recreational times; study periods; etc. ["Attachment III-17-c"]).

18. **Attach the charter school's student discipline rules and procedures, including proposed guidelines for suspension or expulsion of students, and for due process ("Attachment III-18").**

19. **Attach any dress code policy ("Attachment III-19").**

20. **Describe plans for food services to be provided or options under consideration ("Attachment III-20").**

21. **Describe plans for health services to be provided or options under consideration ("Attachment III-21").**

22. **Attach a description of methods to be used to accommodate students with disabilities, including procedures for referring students for services within or outside of the charter school ("Attachment III-22"). Include any arrangements to be made with the resident school district committee on special education.**

Students with disabilities attending a charter school are to receive services in accordance with the individualized education program (IEP) recommended by the committee or subcommittee on special education of the school district of residence. The charter school may provide such services directly, by contract with another provider, or arrange to have such services provided by the school district of residence

23. **Does the proposed charter school include any methods and strategies for dealing with a population of students at risk of academic failure?**

Yes No

If "yes," attach a description of the targeted at-risk student population and describe such methods or strategies ("Attachment III-23").

24. **Does the proposed charter school include any methods and strategies for dealing with other targeted student populations?**

Yes No

If "yes," attach a description of the targeted student population(s) and describe such methods or strategies ("Attachment III-24")

IV. Academic Standards And Curriculum

25. **Attach a description of the student achievement standards for the proposed charter school ("Attachment IV-25"). Charter schools are required to establish student achievement standards that meet or exceed those established for existing public schools by the New York State Board of Regents.**
26. **Detail by grade the proposed charter school's curriculum ("Attachment IV-26").**
27. **Does the educational program or philosophy of this proposed charter school track a model curriculum or design?**

Yes No

If "yes," provide the model curriculum to be used and/or define and describe the standardized education programs ("Attachment IV-27")

28. **If the school serves the 12th grade, attach a description of the requirements for a student to be awarded a diploma ("Attachment IV-28").**

V. Student Performance Assessment

29. **Attach a description of how the charter school will implement state-required tests ("Attachment V-29"). Charter schools are required to test student performance at least at the level required of public schools by the state Board of Regents.**
30. **Many traditional public schools, private schools, and charter schools supplement state student testing requirements with other standardized performance testing. List which, if any, supplemental student assessments will be required ("Attachment V-30").**
31. **List any other assessment tools that will be used by the charter school to measure either attainment of these standards or student performance ("Attachment V-31").**

VI. Parental And Community Involvement

32. **Describe the process the school will follow to promote parental and staff involvement in the governance and administration of the charter school ("Attachment VI-32").**

- 33. Offer evidence of community support for the proposed charter school, including documentation of sufficient interest by parents and students to meet the school's enrollment targets. Include any methods or strategies to be used to gauge community support of the charter school ("Attachment VI-33").**

The Charter Schools Institute and the Board of Regents are required by law to provide "at each significant stage" of the chartering process "appropriate notification" to the school district in which the charter is proposed to be located and to public and nonpublic schools in the same geographic area.

- 34. Attach a description of the programmatic and fiscal impact of the establishment of this charter school on existing public and non-public schools in the community ("Attachment VI-34").**

VII. School Governance

- 35. List the proposed Board of Trustees for the school:**

- a. Richard Asche
- b. Robert North
- c. Gail Furman
- d. Patricia Fearon
- e. _____
- f. _____
- g. _____

Attach extra sheets as necessary (labeled "Attachment VII-35").

For each Trustee, attach statements of identification and background.

- 36. Describe the school's policy of qualifications for Trustees ("Attachment VII-36").**
- 37. State the terms established for each Trustee ("Attachment VII-37").**
- 38. Describe the school's method for appointment/election as a Trustee ("Attachment VII-38").**
- 39. Describe the responsibilities and obligations of the school's Board of Trustees ("Attachment VII-39").**

40. **Outline the reporting structure of school officials to the Board of Trustees ("Attachment VII-40").**
41. **Attach policies and procedures governing access to school records and provision of public documents, in compliance with the Freedom of Information Law [Article 6, Public Officers Law] ("Attachment VII-41").**
42. **Attach proposed policies and procedures for public meetings and executive session of the Board of Trustees and of the school administration, in compliance with the Open Meetings Law [Article 7, Public Officers Law] ("Attachment VII-42").**
43. **Attach a description of the process by which individuals may bring complaints to the charter school's Board of Trustees ("Attachment VII-43"). Any individual or group may bring a complaint to the Board of Trustees of a charter school for alleged violations of the law or the charter regarding the management and operation of the charter school.**
44. **Attach the code of ethics applicable to the trustees, officers and employees of the charter school ("Attachment VII-44").**
45. **Outline the organizational reporting structure and managerial control established within the charter school ("Attachment VII-45").**

VIII. Personnel

46. **Attach a description of the charter school's personnel policies. Include in this description: (a) hiring and dismissal policies; (b) qualifications for hiring teachers, school administrators, and other employees; and (c) a description of staff responsibilities ("Attachment VIII-46").**
47. **State the planned number of classroom instructors at the charter school, offering detail on the number of such instructors for each classroom, each grade, and total number in the school ("Attachment VIII-47").**
48. **Of the total number of instructional staff, describe the number, if any, of teachers expected to be hired without New York State certification, or alternative certification by the Commissioner, and include a description of the credentials for each of such instructional staff ("Attachment VIII-48"). Charter schools may allow up to 30 percent of the instructional staff or up to 5 teachers, whichever is less, to teach without having required New York State certification or alternative certification by the Commissioner of Education.**
49. **Attach proposed policies and procedures for any collective bargaining between the management and staff of the charter school. Include whether (a) the**

staff is expected to be represented by any organization engaged in collective bargaining, and (b) whether staff will be subject to any existing collective bargaining agreements between the school district and its employees ("Attachment VIII-49"). Include in such policies and procedures any guidelines for "reasonable access" to school personnel by employee organizations.

For charter schools with more than 250 students at any point during its first year of operation, instructional employees eligible for representation are deemed to be represented in a separate negotiating unit of the collective bargaining organization representing instructional employees in the local school district. Charter schools with no more than 250 students at any point during its first year of operation are not required to enlist its employees as members of the existing local school district's collective bargaining unit and may be established free of any collective bargaining agreement.

50. The SUNY Board of Trustees can, by law, exempt up to 10 charter schools from the requirement that instructional employees in schools with more than 250 students at any time during their first year of operation are deemed represented in a separate negotiating unit of the collective bargaining organization of the school district. **Do you request an exemption from the instructional employee representation requirement?**

Yes

No

If "yes," provide a statement explaining the rationale for this request ("Attachment VIII-50").

51. **Describe whether any employees of the charter school are expected to be members of a public employee retirement system ("Attachment VIII-51").**

IX. Finances And Accountability

52. **Detail a start-up budget for the charter school ("Attachment IX-52").**
53. **Document the availability of start-up capital, and the proposed use for such funds ("Attachment IX-53").**
54. **Detail the charter school's proposed annual budget ("Attachment IX-54").**
55. **Provide a five-year financial plan for the charter school ("Attachment IX-55").**
56. **Offer evidence that the start-up financial plans, the annual budget, and the five-year fiscal plan are sound ("Attachment IX-56").**
57. **Detail the charter school's requirements for the performance of program audits and independent fiscal audits ("Attachment IX-57"). Audits must, at a minimum, meet the scope of audits required of other public schools, and all audits must be performed annually.**

58. Describe the insurance coverage to be carried by the charter school, including amounts of liability, property loss, and student personal injury insurance ("Attachment IX-58").

X. Physical Facilities

59. Where will the charter school be located [city, address (if known), school district]?

1 East 104th Street NY NY 10029 Community School District #4

If facility is not known at the time of application, the applicant must notify the Charter Schools Institute within 10 days of securing facilities.

60. a) If you already have identified the charter school facility, is it:

- In a newly constructed facility?
- In part of an existing public school?
- In part of an existing private school?
- In all or part of an existing public building?
- In all or part of an existing private building?
- Other: _____

The Building is owned by the City, but subleased by East Harlem Arts and Education Local Development Corporation for 40 Years

Describe the facility ("Attachment X-60-a").

b) If you have not identified a charter school facility, describe plans for doing so ("Attachment X-60-b").

61. Will the charter school or its applicants or partners own or lease its facility?

- Own Lease

Describe the ownership or lease arrangement of the facility ("Attachment X-61").

62. Describe the layout of the school: number and size of classrooms; common areas; recreational space; use of community facilities; etc. ("Attachment X-62").
63. Describe residential facilities, if any, at the charter school, such as dormitories, faculty housing, etc. ("Attachment X-63").
64. Attach a description of the transportation arrangements made for charter school students. Include a description of how transportation will be handled for students who would not qualify for public school transportation under state law [Education Law B3635] ("Attachment X-64"). Include in such description any proposed contractual arrangements between the charter school and a school district for any supplemental transportation arrangements, which must be provided at cost to the charter school.

School districts must transport resident charter school students in the same manner as resident students attending private school, that is, students living beyond 2 miles (for elementary) or 3 miles (for high school) must be transported to any charter schools for up to a distance of 15 miles. However, school districts may waive this 15-mile limit.

XI. Future Planning

65. Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population ("Attachment XI-65").
66. Describe plans for the transfer of students and student records, and for the disposition of school assets, including the satisfaction of any outstanding debts in the event of dissolution of the charter school ("Attachment XI-66"). In the event of dissolution, remaining assets of a charter school are to be transferred to the local school district or another charter school within that school district.

Please complete the Transmittal Form and Cover Sheet to include with your application submittal.

Table of Contents

1	ESTABLISHMENT
2	MISSION
3	SCHOOL DESIGN AND ORGANIZATION
4	ACADEMIC STANDARDS/CURRICULUM
5	STUDENT PERFORMANCE ASSESSMENT
6	PARENTAL/COMMUNITY INVOLVEMENT
7	SCHOOL GOVERNANCES
8	PERSONNEL
9	FINANCE AND ACCOUNTABILITY
10	PHYSICAL FACILITIES
11	FUTURE PLANNING
12	OTHER DOCUMENTS

SECTION I
ESTABLISHMENT

ATTACHMENT I-2

For each applicant, provide background information, including whether he or she is a teacher, parent, school administrator, and/or community resident. Indicate whether each is a representative of a college or university, museum, educational institution, non-profit organization, for-profit business, or corporate entity. Identify all other relevant affiliations for each applicant.

TRUSTEE NAME	ADDRESS/TELEPHONE	QUALIFICATIONS
ROBERT NORTH	[REDACTED] New York, New York [REDACTED] [REDACTED] Work [REDACTED] Home	Appointed by Boys Harbor (Executive Director of Boys Harbor) Employed by Boys Harbor since 1967
RICHARD ASCHE	[REDACTED] New York, New York [REDACTED] [REDACTED] work [REDACTED] home	Appointed by Boys Harbor (Chairman of Boys Harbor's Board of Directors) Affiliated with Boys Harbor since 1961
GAIL FURMAN	[REDACTED] New York, New York [REDACTED]	Appointed by Boys Harbor (Educator)
VIVIAN GAMON	[REDACTED] New York, NY [REDACTED]	Appointed by Boys Harbor (Educator)
PATRICIA FEARON	[REDACTED] Bronx, New York [REDACTED] [REDACTED]	Appointed by Parents Association
Parent Representative		Appointed by Parent Association (Middle School)

ATTACHMENT I-3

QUESTION #3. IRS NOT-FOR-PROFIT STATUS - The Harbor Science and Arts Charter School is making application for 501-C3 status. In the interim the school will use Boys Harbor's not-for-profit status.

REDACTED

ATTACHMENT 1-4

HARBOR SCIENCE AND ARTS CHARTER SCHOOL PARTNER IS BOYS HARBOR

Boys Harbor, Inc., founded in 1937, is a not-for-profit educational institution whose mission is the empowerment of children and their families to be contributing members of society through education, the arts and social service. The Harbor's vision is that all participants who graduate from its programs will be well-educated, productive, contributing members of society who are self-assured, free of substance abuse and grounded by a positive sense of themselves and their cultural identities.

This mission is achieved through a variety of educational programs for more than 4,000 young men and women, from infancy to young adulthood, who live in the Central and East Harlem communities of New York City. Each of the Harbor's programs has been designed as a model, developed from the most effective pedagogical methods, practical experience and creative innovations. A brief description of these programs follows.

COLLEGE PREPARATION AND ASSISTANCE

The Harbor Upward Bound program helps prepare 72 low-income first-generation students to enter and succeed in post secondary educational programs. Annually, more than 85-90% of its senior graduates are enrolled in college.

The Harbor Talent Search program serves 925 young people per year. It helps more than 300 students graduate; 250 young people go on to college and another 625 remain or return to school to flourish and prepare for post-secondary education.

PRE-SCHOOL AND AFTER-SCHOOL EDUCATION

The Harbor Day Care Program provides Pre-School and After-School education, at four sites throughout the Harlem communities. Seven hundred low-income children whose parents either work, are enrolled in training programs, or require respite services participate in these

programs. The Pre-School level focuses on school readiness. The first three years of After-School classes seek to expose children to the widest possible array of ideas, activities and skills, and the final three years focus on developing skills in specific activities. Students are able to continue their development of skills in the WYNGS program when the students graduate from the After-School program so that they can develop professional-level skills. Shortly after its inception and on an ongoing basis, the After-School program was and is cited as a model center by the New York City Agency for Child Development.

PUBLIC SCHOOL COLLABORATIONS

The Harbor is in its fifth year of a collaboration with Community School District 4 to design and build The Harbor Academy For Environmental Sciences and the Arts, a Board of Education School. Currently providing Grades One through Six with plans to add an additional grade each year, this innovative elementary school provides an educational focus on the sciences and the performing arts. Coordinating its curricula with the After-School and Year-Round Camping program, it has provided 75% of the students with full-day, full-year, innovative educational experiences.

PERFORMING ARTS

The Harbor Performing Arts Conservatory provides instruction in all musical instruments, dance and theater for 600 children, adolescents and adults. Training is available from introductory classes to professional-level instruction. The RAICES (Roots) collection, one of the foremost depositories of Latin sheet music, instruments, recordings and artifacts, provides the program with a distinct Latin focus. The Harbor Junior High School for the Performing Arts was developed collaboratively with Community School District 4. Established in 1974, it currently serves 200 students with a strong performing arts curriculum component. The school was a prototype for the New York City's direction towards the development of smaller school units.

BEHAVIORAL HEALTH PROGRAMS

The Harbor operates seven behavioral health programs for children, adolescents and their families with the objective that no student is excluded from the Harbor because of behavior and to meet the behavioral health needs of the Harlem and South Bronx community. The behavioral health programs support the ongoing Harbor educational programs by providing therapeutic services to students with problems that prevent them from functioning at an optimum level. The programs include: a Mental Health Clinic focusing on children (Children's Clinic), a Substance Abuse Treatment Clinic focusing on adolescents (Teen Clinic), Case Management for pregnant or parenting teens (TASA), a Substance Abuse Prevention Program for at-risk adolescents (Genesis), a Young Father's Program, Foster Care Support Services (to reduce multiple foster care placements) and a Primary Care Medical Clinic.

LICENSING

Boys Harbor is licensed by the following agencies:

1. New York City Department of Health, to operate three school-age, one infant and three preschool centers,
2. The New York State Office of Substance Abuse and Alcoholism services, to provide substance abuse therapy and preventive services,
3. The New York State Office of Mental Health to provide mental health therapy,
4. The Harbor is inspected on a regular basis by the Department of Buildings, Department of Health and the Fire Department, and
4. Boys Harbor has a Certificate of Occupancy for both the camp in East Hampton and the program facility at 1 East 104th Street.

FUNDING

Boys Harbor is currently funded by the following agencies:

1. U.S. Department of Education, - Upward Bound and Talent Search.
2. The New York City Agency for Child Development-- Pre- and After-School Services.
3. New York State Office of Alcoholism and Substance Abuse Services - Substance Abuse Prevention

4. New York City Department of Mental Health, Mental Retardation and Alcoholism Services--Alcohol/Substance Abuse Treatment Clinic. (Teen Clinic)
5. New York State Department of Health --Child Nutrition Program and Summer Feeding Program.
6. New York State Council on the Arts--Performing Arts
7. New York State Department of Social Services (Medicaid)--Mental Health, TASA and other behavioral health services;
8. Corporations, Foundations and Individuals.

HARBOR EDUCATIONAL PHILOSOPHY

The Harbor has a more than 60-year commitment to the education of inner city youth. All of its programs from the sleep-away camp in East Hampton, to the extensive After-School programs to the Upward Bound program, have focused on the development of the child in body, self-image and intellect. The Harbor's educational approach is informed by many educational philosophies. Harbor educational staff endeavor to understand the child as an individual and then work with the child and the child's family to develop a program that will yield maximum benefit for that child. This may mean that some children will require work on developing positive self-image before progressing to more traditional academic studies. In some cases, it is necessary to work with the needs of the entire family. In other instances the Harbor takes the role of supplementing the educational experiences that the child has at school.

The Harbor's educational approach facilitates interdisciplinary approaches to learning, providing an arena for intellectual inquiry that makes full use of the disciplines of history, science, composition, writing and mathematics, while shifting the entire dynamic between the student and the teacher. The classroom environment is no longer an experience of passive absorption; the teacher no longer inhabits the role of absolute dictator of knowledge and the students cease to be unwitting blank slates upon which to be inscribed. Rather the Constructivist approach to learning places the teacher in the position of a facilitator of learning;

students are transformed into active entities, asserting their understanding of the material from their own observations. This summarizes the Harbor's educational philosophy. It is also clear that not all students are ready to be self-directed learners. Thus for some students it is necessary to provide an environment that is highly structured by the teacher and the students are encouraged to grapple with concepts and ideas that are very familiar to them. In these situations the student's opportunities to make independent choices may be limited at first. However, the goal is to move these particular students along as quickly as possible so that they can become independent effective learners.

Harbor programs emphasize the creation and implementation of exciting and challenging educational experiences. Over the years, the Harbor has developed a cadre of energetic and creative staff who create and operate exciting and effective programs. Additionally, we have developed a cadre of institutions with which Harbor programs collaborate to expand educational opportunities for our students.

MOTIVATION TO CREATE THE HARBOR SCIENCE AND ARTS CHARTER SCHOOL

The Harbor has been in a collaboration with Community School District #4 for the past five years and gained much experience in the operation of a school. However the size of the school within a large system places many constraints on the ability of the Harbor to contribute to the school. We feel that in the Charter environment we can create a more flourishing school. However the experience in working with the Board of Education has been invaluable in developing the expertise to operate a school.

SECTION II

MISSION STATEMENT

**The Harbor Science and the Arts Charter School
Mission Statement: Overview**

1. The Harbor Science and the Arts Charter School is committed to **creating an environment where child and adult are engaged together in the learning process.** where students and adults work cooperatively on "real-world" problems.
2. Our mandate is to **prepare our children for a technologically rich and occupationally diverse future.** Our children must possess an ability to effectively use technology to their advantage both as a learning tool and as a medium for worldwide communications.
3. It is the mission of The Harbor Charter School to **challenge students of all abilities,** to attain their individual superior levels of learning through a caring, encouraging environment, conducive to the development of a positive self-image and a keen awareness of cultural heritage.
4. The Harbor Charter School believes **that the family is an important partner in this process.**
5. The Harbor Charter School is committed to exploring ways to help children become aware that the **integration of concepts gained from a study of the Arts (visual and performing) and of the Sciences** support each other and are essential elements to the development of a well-rounded individual.
6. All students will understand the importance of **respect for the rights of others and will actively defend those rights.** The Harbor Charter School students will learn to work effectively in group settings as well as on their own.
7. **All students will strive to develop good study/work habits** such as completing work in a timely fashion and helping others do the same.

8. It is a high priority for The Harbor Charter School **that students have a love of learning.**

Working in coordination with the community based organization, Boys Harbor Inc., The Harbor Charter School is committed to the creation of **an all-day, year-round learning environment that includes an extensive, academically oriented after-school program, an enrichment summer program and a sleep-away environmental sciences camp.**

The Harbor Science and the Arts Charter School
Mission Statement: Expanded

1. The Harbor Science and Arts Charter School is committed to creating an environment where child and adult are engaged in the learning process, where students and adults work cooperatively on "real-world" problems.

- All children will participate in projects and activities that bring them in contact with the real world. Examples include:
 - The Meer Ecological Systems Study (The Central Park Conservancy);
 - The Biodiversity Project (The American Museum of Natural History);
 - The City College technology project (City College of C.U.N.Y.);
 - The Urban Woodlands Project (The City Parks Foundation);
 - The Meteorology Project (Goddard Space Flight Center);
 - The Hudson River Symposium (The Westchester Land Trust);
 - The Argentina Environmental Studies Cooperative (Youth CaN);
 - The Harlem Internet Project (CSD#4 and Teachers College);
 - The Eiffel Project (The ILT Project at Teachers College);
 - All students use the local museums such as The Metropolitan Museum of Art (Architecture, Egyptian History, Painting), The Museum of the City of New York (NYC History), El Museo del Barrio (various collaboratives related to exhibits).
 - The Harbor Conservatory for the Performing Arts (a professional level Arts training center).

2. Our mandate is to prepare our children for a technologically rich and occupationally diverse future. Our children must possess an ability to effectively use technology to

their advantage both as a learning tool and as a medium for worldwide communications.

- Students will become independent and enthusiastic learners who will appreciate the importance of math, science and technology in their lives.
- Students work on scientific themes as a way to integrate math, reading, writing and technology skills.

3. It is the mission of The Harbor Charter School to challenge students of all abilities, to attain their individual superior levels of learning through a caring, encouraging environment, conducive to the development of a positive self-image and a keen awareness of cultural heritage.

- All students are expected to achieve to their maximum potential in the areas of reading, writing, math, science, technology and the arts. They will be able to evaluate the quality of information they come in contact with and will be able to effectively communicate what they have learned to others. Students will receive any individualized help which is deemed necessary.
- All students will become problem solvers. They will understand how to express a problem in a way that it may be solved, will have many ways to gather information that relates to their problem, be able to evaluate that information and then to formulate a solution to the problem that they are interested in. They will be able to research and evaluate information in term of the following criteria: how do we know what we know (evidence); who's speaking (point of view bias); what causes what (connections and patterns); how might things have been different (supposition); and who cares (why does it matter)?

4. The Harbor Charter School believes that the family is an important partner in this process.

- Parents will be enthusiastic supporters of the school. They will support the goals of the school through their participation in school activities, and participation in fund-raising activities. Parents attend monthly parent meetings. Parents will pick up their child's report card from the teacher at school during two parent/teacher conferences each year. Parents will participate as chaperones on field trips, and help out in the classroom.

5. The Harbor Charter School is committed to exploring ways to help children become aware that the integration of concepts gained from a study of the Arts (visual and performing) and of the Sciences support each other and are essential elements to the development of a well-rounded individual.

- Students will participate in all aspects of the arts, both visual and performing. They will appreciate the importance of the arts in their daily lives. All students study the arts under the guidance of a professional artist. The focus of the arts program supports the scientific themes the children are studying in the classroom. All students will study the visual arts each week and will rotate through dance, theater, chorus and musical instruments). The connection to the Harbor Conservatory of the Performing Arts provides a professional-level outlet for talent that may be recognized in The Harbor Charter School program.

6. All students will understand the importance of respect for the rights of others and will actively defend those rights. The Harbor Charter School students will learn to work effectively in-group settings as well as on their own.

7. All students will strive to develop good study/work habits such as completing work in a timely fashion.

8. It is a high priority for The Harbor Charter School that students will have a love of learning.

- Students will read, write and do mathematics on their own time.
- Students will develop long-term projects that are of their own design and carry them out to completion.

9. Working in coordination with the community based organization, Boys Harbor Inc., The Harbor Charter School is committed to the creation of an all-day, year-round learning environment that includes an extensive, academically oriented after-school program, an enrichment summer program and a sleep-away environmental sciences camp.

- The curricula of The Harbor Charter School will be integrated into that of the after-school programs and the camp so that the student is getting academic and social support in all areas of the Harbor. Students and support staff will participate in at least one of the Harbor programs other than the school.
- The school will use the Harbor Environmental Research Center, a sleep-away camp in East Hampton, during the school year as well as during the summer to support the academic and social development of the student.

a..How will the educational program improve student learning and achievement?

Students benefit from the reinforcement of content and skills development that occurs in a theme-based environment. In addition, Boys Harbor provides specialists in reading, math, science and the arts to act as role models and to support the classroom teacher. Student learning and achievement will be reinforced and strengthened as they present the results of their investigations at meetings that involve outside audiences.

Each child will be assessed by a team that will include the learning specialists from the Boys Harbor organization and the child's teacher. In addition, a standardized tests will be given (the Gates Test is currently used in the Boys Harbor literacy program) as another source of information. From this information, an individualized learning plan will be developed as appropriate. If a child needs extra help in some area, The Harbor Charter School will utilize the Boys Harbor Clinic, the Literacy specialists, and the extended day opportunities provided by the After-School and summer programs. These supports are also available for children who may benefit from more challenging and advanced work.

b. How will the educational program increase learning opportunities for all students with a special emphasis on expanded learning experiences for students who have been identified as being at-risk for academic failure?

Boys Harbor has an over 60-year history of successfully meeting the educational and emotional needs of children living in New York City. The philosophy of Boys Harbor is to support the needs of the whole child. The school is located in East Harlem and Harlem, communities that are traditionally underserved in math, science and technology. The Harbor Charter School will offer enriched education in these subjects. Additionally, it is our perception that the arts have been eliminated from the curricula of many schools. In those schools that still arts classes, they are often considered to be "electives" rather than essential to the education of children. The Harbor feels that the arts are an essential component of children's education. It is our goal to provide scientific, mathematical, technical and artistic support to children.

c. What different and innovative teaching methods will the educational program use?

The Harbor Charter School's particular teaching style has been traditionally employed in elementary schools. It emphasizes individualized learning and includes individual and group

work. In addition, the Harbor provides science, math, arts and technology specialists to support the classroom teacher and the assistant teacher. Science education includes investigations that utilize the north end of Central Park. The Harbor is a partner in the Meer Ecological Systems Study that is a collaborative investigation of the ecology on the park. Each day a different class will go out into the park to collect data for ongoing scientific investigations. The Harbor has a similar partnership with the American Museum of Natural History to study the biodiversity of the north end of the park. Data collected and investigations by Harbor participants contribute to this cooperative as well. An essential element of this work is the sharing with others. Students share their work with the partners via email, written reports and presentations at professional meetings. All students will be asked to prepare and share a presentation of their work at a variety of workshops and conferences during the spring.

The skills and content of the curricula will be integrated through the investigations using various scientific themes, many of them focusing on the environment.

The arts will be integrated into these themes. The visual arts teacher, the dance teacher, the chorus teacher and the musical instruments teacher will all coordinate their lessons with the themes that the students are studying.

d. How will the educational program create new professional opportunities for teachers, school administrators and other school personnel?

The Harbor Charter School's partnerships with professional organizations such as the Reading Reform Movement, the American Museum of Natural History, the Museum of the City of New York, Teachers College at Columbia University, and others will provide outstanding opportunities for professional development and professional opportunities. In addition, Boys Harbor has a number of educational specialists that can be called upon for professional

development. Finally, a number of Boys Harbor connections to universities, particularly The Teachers College at Columbia University, will provide additional opportunities for student teacher support and professional development for the teachers of The Harbor Charter School. The Community School District #4 in East Harlem allocates one half-day each month for professional development. The Harbor Charter School will follow the same schedule and provide at least one half-day each month for professional development at the school.

e..How will the educational program provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system?

From our research, there are very few elementary schools in the public or private system that emphasize math, science and technology in a hands-on, individualized learning environment. In addition, the programs of The Harbor Charter School will partner children with adult artists and scientists to help the children see that their work has relevance in the adult world. Finally, the support system provided by Boys Harbor, the academic After-School programs, the family support programs, and the mental health services will provide a wide range of support within a single setting.

f. How will the educational program provide schools with a method to change from rule-based to performance-based accountability systems by holding the charter school accountable for meeting measurable student achievement results?

The Harbor Charter School's curriculum will be performance-based. Children will be asked to conduct investigations and then prepare presentations that range from regularly scheduled portfolio presentations during the year and will conduct workshops and other demonstrations of their in-depth learning and accomplishments. Guidelines provided in performance based assessments such as the Primary Learning Record, will demonstrate the

progress of each student. These assessments will be supplemented by standardized and school developed tests that are designed after the tests mandated by the state.

Harbor Charter School Educational Philosophy:

The Harbor believes that children are born learners. If learning does not take place it is because there is some interference with the process. The child must feel good about his/her self. must feel supported by his/her family and must have a strong connection to the community-at-large. This type of child, when placed into a stimulating environment where knowledge and learning are respected, where adults are also seen as eager learners, will flourish beyond all expectations.

Through preliminary conferences and dialogue with parents and schools, the teachers at The Harbor Charter School will have a working understanding of each child, his/her needs, background, individual skills and shortcomings. Armed with that understanding, the staff can more effectively begin working with the child. A range of programs will offer students a number of avenues to self-expression and concrete achievement. Not every child can excel in every area but the Harbor believes that every child does have some particular skills and inclination.

Uncovering that individual talent and nurturing that ability is the cornerstone of our educational method.

THE HARBOR CHARTER SCHOOL WILL POSSESS SOME UNIQUE ATTRIBUTES:

- **The Harbor Charter School will be a New York City school.** It will be located within NYC Community School District 4 in the East Harlem section of Manhattan. It will be available to all children regardless of their financial status.

- **The Harbor Charter School has many connections to the private sector.** Harbor alumni and the Harbor Board of Directors are participants in the extensive corporate and professional community in New York City.
- **The educational emphasis will be on the arts and sciences.** The Harbor Charter School will develop partnerships with professional scientists, mathematicians, dancers, actors, painters, musicians and other artists who work with children and teachers to plan and implement the curriculum.
- **Parental involvement will be encouraged.** Parents are involved in the learning process. Parents volunteer their services both as teacher-aides and as an educational resource for the program. In addition, the Harbor Charter School will offer many opportunities for specific skills improvement for parents.
- **The school stresses challenge and excellence.** The program provides a creative and stimulating environment to challenge students. There is no idea too complex for children. We place demands on children and we have high expectations that they will be able to succeed in all endeavors, given support and encouragement. The school pays particular attention to developmental issues and focuses on programs that instill a sense of self-worth, confidence and achievement.
- **The program will be performance- and exhibition-based.** The emphasis of the program will be on improvement. Children are encouraged to be the best that they can be. The emphasis will be on mastery of skills through some form of individual presentation. The full range of traditional subject matter-such as reading, writing, vocabulary, mathematics, science/technology and social studies are covered through integrated problem solving experiences. Students are

required to present exhibitions or performances throughout the year that reflect their ability to understand material and apply it to the solution of relevant problems.

- **The Harbor Charter School will be open all day.** The activities of The Harbor Charter School are seamlessly integrated into the current after-school programs so that there will be an effective school day that starts at 8 AM and continues until 6PM. The facilities are available to parents and other community groups in the evenings and on weekends.
- **The Harbor Charter School will be open year-round.** The school makes extensive use of the facilities of a residential camp located on the shores of Gardiners Bay in East Hampton, New York as well as the New York City location;
- **The Harbor Charter School continually seeks external connections to sources of financial support.** The Boys Harbor development office works closely with the Harbor Charter School to develop grants and funding proposals. In addition, it seeks involvement from the corporate and professional community to provide enrichment resources.

THE HARBOR CHARTER SCHOOL WILL DRAW UPON THE EXTRAORDINARY COUNSELING AND FAMILY HELP PROGRAMS THAT ARE PART OF THE HARBOR ORGANIZATION:

These services include:

- An extensive after-school program;
- A challenge-based counseling program that uses physical and mental challenges as an aid to the development of a strong positive self-image and the development of the ability to work in support groups;
- A residential summer camp, located in East Hampton, L.I. where the focus will be on environmental education and the development of individual self-esteem and cooperative social

living (this facility will be used year-round for ecology studies and for Harbor Adventure, the challenge-based cooperative skills program);

- A child Nutrition program that feeds 5000 children daily throughout the city. This program enables many children to obtain basic nutrition;
- An Alcohol Abuse program, a Drug Abuse prevention program and a Mental Health program for children and their families who are experiencing crises of living;
- A Teen Parenting Nursery for teenage parents;
- A staff of social workers who are able to work with family units as needed.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL OUTCOMES

Improved student learning and achievement

1. 75% of students will score on or above grade level on New York State tests.
2. Students graduating from the 8th grade will gain admission to good high schools or good programs within a high school as determined by percentage of student going on to college, test scores, percent of students graduating and other indices.
3. 95% of students will be able to utilize computer technologies
4. 90% of students will be able to develop the skills to formulate questions, seek information, evaluate and select appropriate materials
5. 90% of student will be able to conceptualize ideas from the disciplines of science and explore their dimensions and explore their expressions through the language of the performing and/or graphic arts
6. To engage parents in the processes of their children's education in such a manner that they become partners and collaborators with the educational efforts of the school as measured by

the number of parental visits to school, participation in school activities and involvement in their child's learning activities.

7. To promote participation of all student in all aspects of the schools activities including the After-School and summer programming with the goal of 70% of students participating in Harbor After-School and summer camping program.

SECTION III

SCHOOL DESIGN AND

ORGANIZATION

ATTACHMENT III-12 ADMISSION POLICY

The Harbor Science and Arts Charter School will be more than just a school. rather it will comprise an educational system that also encompasses the Harbor's After-School programs and East Hampton, Long Island camp. The Harbor admission seeks to identify families who are interested in taking advantage of the Harbor's entire range of programs and services. The school's application period will begin in November and extend through April. Lottery selection for the school will be made on or about the 1st of May.

The Harbor Science and Arts Charter School admission policy will be as follows:

RECRUITMENT

The Harbor will distribute literature and information about the Harbor Science and Arts Charter School throughout the Harlem and East Harlem community. Literature will be sent to all of the day care centers, community centers, churches, and Head Start Centers. The primary target of our recruitment will be from within the Harbor's Preschool and After-School programs which serve 700 children between the ages of 6 months and 12 years of age. In this manner the school will be able to provide a full-day/full-year educational program. The day care program gives highest priority to students at-risk of being placed in foster care with lower priorities given to parents who are working or seeking training. As a result, the school will have many at-risk students.

MANDATORY PRE SELECTION ORIENTATION

- All families interested in making application must visit the school and spend 2-3 hours observing classes and touring the school so that they have a good sense of how our school functions and how the integrated learning approach is used at the Harbor.
- As part of the orientation, parents will be told:

- how the school's educational philosophy impacts what happens in the classroom,
- that the school has a science and performing arts focus which means that from time to time students will get dirty as a result of field trips or dance classes,
- that parents are expected to participate in the life of the school and become learning partners with their children,
- that the school also involves an After-School and a camp which complement the school's educational program and that our preference is that students participate in all three components of the program.

SELECTION

- At the close of the application period a pool of applicants who have visited the school, attended an orientation session and expressed their interest in the school, as well as the After-School and camp will be placed in a lottery, from which students will be admitted picked a random.
- **PRIORITY STATUS** will be given to students already enrolled in the school (after the Harbor Charter School has operated for one year), siblings of students enrolled in the school and students from Community School District #4.

WITHDRAWAL

A lottery will generate a list of students and as a vacancy becomes available, students will be called in order from the waiting list.

ATTACHMENT 111 - 13

**GRADE LEVEL OF STUDENTS SERVED BY THE HARBOR SCIENCE AND ARTS
CHARTER SCHOOL**

.GRADE	2000-01	2001-02	2002-03	2003-04	2004-05
LOWER SCHOOL			20	20	20
Kindergarten					
First Grade	22	22	22	22	22
Second Grade	22	22	22	22	22
Third Grade	22	22	22	22	22
Fourth Grade	22	22	22	22	22
MIDDLE SCHOOL	22	22	22	22	22
Fifth Grade					
Sixth Grade	22	22	22	22	22
Seventh Grade		22	22	22	22
Eight Grade			22	22	22
TOTAL ENROLLMENT	132	154	196	196	196

ATTACHMENT III -14

AGES OF STUDENTS SERVED IN THE CHARTER SCHOOL

GRADE	AGE	BIRTHDATE BY
Kindergarten	5	November 1
1st	6	November 1
2nd	7	November 1
3rd	8	November 1
4th	9	November 1
5th	10	November 1
6th	11	November 1
7th	12	November 1
8th	13	November 1

ATTACHMENT III – 15**FIRST YEAR ENROLLMENT - 132**

In the first year of operation it is anticipated that the Harbor Science and Arts Charter School will have 132 students in grades one through six. Each year thereafter, the school will add an additional grade in the sequence shown in the attached chart. After the fourth year we will determine if we have the resources to expand the school through high school.

Please note that Boys Harbor has a Kindergarten through our preschool program. Therefore we are not certain if we will add a kindergarten. There are a number of fiscal and space issues related to the establishment of a Kindergarten in the Charter School in year 4.

ATTACHMENT III - 16 EXPECTED FUTURE ENROLLMENT

GRADE	2000-01	2001-02	2002-03	2003-04	2004-05
LOWER SCHOOL				20	20
Kindergarten					
First Grade	22	22	22	22	22
Second Grade	22	22	22	22	22
Third Grade	22	22	22	22	22
Fourth Grade	22	22	22	22	22
MIDDLE SCHOOL	22	22	22	22	22
Fifth Grade					
Sixth Grade	22	22	22	22	22
Seventh Grade		22	22	22	22
Eight Grade			22	22	22
TOTAL	132	154	176	196	196

ATTACHMENT 111- 17**SCHOOL CALENDAR**

The Harbor Science and Arts Charter School will follow the New York City Board of Education calendar because we operate an After-School center which utilizes the same space to be occupied by the school. The After-School program follows the Board of Education calendar and operates full-time when the schools are closed. In addition to the regular school days, the Harbor Science and Arts Charter School will utilize our camp for environmental education/science workshops and adventure activities designed to support the curriculum and to develop cohesiveness between the staff and the students.

The Lower School, grades 1-4 will go to camp at the end of the school year which may extend into July by one week so that the school year will go to about the 10th of July. The Middle School will start school early with a camp trip in the last week of August that includes science and environmental education learning experiences and adventure workshops on our ropes course to develop cohesiveness among the students and between the staff and students. Experience has shown that these workshops can accelerate the development of trust among students and between staff and students that will enhance the learning environment and learning outcomes.



Brief School Calendar for 1999-2000

1999

August 30	Monday	Principals, Ass't Principals and all other school supervi report.
September 6	Monday	Labor Day
September 7	Tuesday	Professional Day - General staff orientation. Classroom Teachers, Bilingual Teachers in School and Communit Relations, Guidance Counselors, Attendance Teachers, Psychologists and Social Workers, Laboratory Special Technicians, Secretaries and Educational Paraprofessic report. Employees in titles not listed should consult the applicable collective bargaining agreement.
September 8	Wednesday	Superintendent Conference Day (Compact for Learnin Activities). Students will <u>not</u> be in attendance.
September 9	Thursday	SCHOOL SESSIONS BEGIN FOR ALL STUDENT EARLY DISMISSAL FOR KINDERGARTEN STU ONLY.
September 10	Friday	Early Dismissal for Kindergarten Students Only
September 20	Monday	Yom Kippur
October 11	Monday	Columbus Day Observed
November 2	Tuesday	Election Day. Superintendent Conference Day (Comp Learning activities). Students will <u>not</u> be in attendance.
November 11	Thursday	Veterans Day
November 25, November 26	Thursday and Friday	Thanksgiving Recess
December 24, December 31	Friday through Friday	Winter Recess (incorporating Christmas and New Yea

January 17	Monday	Dr. Martin Luther King Jr. Day
January 31	Monday	Fall Term ends.
January 1	Tuesday	Spring Term begins.
February 21, February 25	Monday through Friday	Midwinter Recess (including Washington's Birthday)
April 20, April 28	Thursday through Friday	Spring Recess (including Good Friday, Easter & Passover)
May 29	Monday	Memorial Day Observed
June 8	Thursday	Anniversary Day (Brooklyn & Queens Schools)
June 28	Wednesday	<u>Last day for all students.</u> Last day for <u>all</u> Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Psychologist and Social Workers, Laboratory Specialists and Technicians and last day for Paraprofessional. An early dismissal of students is permitted under conditions.
June 29, June 30	Thursday and Friday	All other staff report <u>except</u> Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Psychologists and Social Workers, Laboratory Specialists and Technicians, and Paraprofessionals.

ATTACHMENT III – 17-c

PERIODS OF INSTRUCTION - TYPICAL SCHOOL SCHEDULE

***** Breakfast ***** (8:00-8:30)					
School Announcements/Attendance (8:30-8:40 Cafeteria)					
8:00 AM					
8:30 AM					
8:50 AM					
9:15 AM	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing
10:00 AM					
10:15 AM					
11:00 AM			Art 10:15- 11:30 PM Half classes		
11:15 AM					
11:30 AM					
12:00 PM	Phys Act-o 11:30-12:30 M. Collins				
1:00 PM	Reading/ Math/ Writing	20 0 10 Gr. cience/ h- nology workshop	20 0 10 s Act 1:15-2 M. Collins	Learning Centers/ Phys Act 1:15-2PM M. Collins	Reading/ Math/ Writing
1:30 PM				Writing	
2:30 PM	05 0 00				
2:50 PM	*** Dismissal *** (2:50 PM)				

Teacher Name

SECOND GRADE WEEKLY SCHEDULE						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
***** Breakfast ***** (8:00-8:30)						
School Announcements/Attendance (8:30-8:40 Cafeteria)						
8:00 AM						
8:30 AM						
8:50 AM						
9:15 AM	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	
10:00 AM						
10:15 AM				Art 10:15-11:30 Half Classes		
11:00 AM						
11:15 AM						
11:30 AM						
12:00 PM	Phys Act-e 11:30-12:30 Mr Collins	Phys Act 11:30-12:30 Mr Collins	***** (11:30-			
1:00 PM	Reading/ Math/ Writing	Reading/ Math/ Writing	20 0 10 nd Gr. cience/ ech- nology workshop	Reading/ Math/ Writing	10 0 05 ys Act 10-2:05 Collins	
1:30 PM						
2:30 PM	05 0 00					
2:50 PM	***Dismissal** (2:50 PM)					

Teacher Name

THIRD GRADE WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
8:00 AM	***** Breakfast ***** (8:00-8:30)					
8:30 AM	School Announcements/Attendance (8:30-8:40 Cafeteria)					
8:50 AM	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	
9:15 AM						
10:00 AM						
10:15 AM						
11:00 AM	[Shaded]	[Shaded]	[Shaded]	[Shaded]	[Shaded]	[Shaded]
11:15 AM						
11:30 AM						
12:00 PM	**** (11:30)				Phys Act 11:30-12:30 M. Collins	
1:00 PM	20 0 10 3rd Gr. Science/ Tech- nology workshop	20 0 10 Art 1:30-2PM classes	Phys Act 12:30-1:15 M Collins	20 0 10 [Shaded]		
1:30 PM			10 0 05 Reading/ Math/ writing	Reading/ Math/ Writing	Reading/ Math/ Writing	
2:30 PM	*** Dismissal ***					
2:50 PM	(2:50 PM)					

Teacher Name

FIRST GRADE WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
8:00 AM	***** Breakfast ***** (8:00-8:30)					
8:30 AM	School Announcements/Attendance (8:30-8:40 Cafeteria)					
8:50 AM	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	
9:15 AM						
10:00 AM						
10:15 AM						
11:00 AM	[Shaded]	[Shaded]	Art 10:15- 11:30 PM Half classes	[Shaded]	[Shaded]	[Shaded]
11:15 AM						
11:30 AM						
12:00 PM	Phys Act-o 11:30-12:30 M. Collins	**** (11:30)				
1:00 PM	Reading/ Math/ Writing	20 0 10 Gr. Science/ Tech- nology workshop	20 0 10 Reading/ Math/ writing	Learning Centers/ Phys Act 1:15-2PM M Collins	Reading/ Math/ Writing	
1:30 PM			Phys Act 1:15-2 M. Collins	Writing		
2:30 PM	*** Dismissal ***					
2:50 PM	(2:50 PM)					

Teacher Name

FIFTH GRADE WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
8:00 AM	***** Breakfast ***** (8:00-8:30)					
8:30 AM	School Announcements/Attendance (8:30-8:40 Cafeteria)					
8:50 AM	Reading/ Meth/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	
9:15 AM						
10:00 AM						
10:15 AM		Art 10-11:30 AM half classes				
11:00 AM						
11:15 AM						
11:30 AM			Phys Act. 11:30-12:30 Mr Collins			
12:00 PM						
1:00 PM	Phys Act. o 12:30-1:15 M Collins			20 D 10 6th Gr. Science/ Tech- nology workshop	20 1 10 Phys Act 15-2:00 Collins	
1:30 PM	Reading/ Math/ Writing	Phys Act. 1:15-2PM M Collins	Reading/ Math/ Writing		Meth/ Writing	
2:30 PM						
2:50 PM	***Dismissal*** (2:50 PM)					

Teacher Name

SIXTH GRADE WEEKLY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
8:00 AM	***** Breakfast ***** (8:00-8:30)					
8:30 AM	School Announcements/Attendance (8:30-8:40 Cafeteria)					
8:50 AM	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	Reading/ Math/ Writing	
9:15 AM						
10:00 AM						
10:15 AM						
11:00 AM						
11:15 AM						
11:30 AM						
12:00 PM				Phys Act. 11:30-12:30 Mr. Collins		
1:00 PM			6th Gr. Science/ Tech- nology workshop	Art 12:30 2 PM classes		
1:30 PM	Phys Act. 1:15-2:00 Collins	Reading/ Math/ Writing			Reading/ Math/ Writing	
2:30 PM	***Dismissal*** (2:50 PM)					
2:50 PM						

Teacher Name

18. STUDENT DISCIPLINE RULES AND PROCEDURES**The Harbor Science and Arts Charter School****Student Disciplinary Code**

This Code sets forth the Harbor Charter School's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), involuntary transfer, detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

I. DEFINITIONS

For purposes of this Code:

"short term suspension"

shall refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days;

"long-term suspension"

shall refer to the removal of a student from school for disciplinary reasons for a period of more than five days; and

"expulsion"

shall refer to the permanent removal of a student from school for disciplinary reasons.

II. SHORT-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, unless the principal or Board of Directors determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the disciplinary measures set forth in Part IV of this Code, and, depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made.

Disciplinary Infractions

- * Attempt to assault any student or staff member.
- * Vandalize school property causing minor damage.
- * Endanger the physical safety of another by the use of force or threats of force which reasonably places the victim in fear of imminent bodily injury.
- * Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others.
- * Engage in insubordination.
- * Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- * Cheat on exams or quizzes, or commit plagiarism.
- * Use forged notes or excuses.
- * Steal, attempt to steal, or possess property known by the student to be stolen.
- * Commit extortion.
- * Engage in gambling.
- * Trespass on school property.

- * Abuse school property or equipment.
- * Use obscene or abusive language or gestures.
- * Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
- * Make a false bomb threat or pull a false emergency alarm.
- * Possess tobacco or alcohol.
- * Possess radios, "walkmans," pagers, beepers or portable/cellular telephones not being used for instructional purposes.
- * Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress code, if one exists.
- * Refuse to identify himself or herself to school personnel.
- * Repeatedly commit minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- * Commit any other act which school officials reasonably conclude warrants a disciplinary response.

Procedures for Short Term Suspensions

The principal or Board of Directors may impose a short-term suspension. Before imposing a short term suspension, the principal or Board shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges.

The principal or Board also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal

delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

III. LONG-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the principal or Board of Directors determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to any of the disciplinary measures set forth in Part IV, to referral to law enforcement authorities, and/or to expulsion.

Disciplinary Infractions

- * Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.*
- * Commit or attempt to commit arson on school property.
- * Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- * Assault any other student or staff member.
- * Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury.
- * Vandalize school property causing major damage.

* Commit any act which school officials reasonably conclude warrants a long term suspension.

In addition, a student who commits any of the acts listed in Part II which would ordinarily result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the principal's or Board of Director's discretion.

* The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by school administrators, however, on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §8921, and includes firearms and explosives. New York Education Law §3214(3)(d) effectuates this federal law.

Procedures for Long-Term Suspensions

The principal or Board of Directors may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the principal or Board may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the principal or Board shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.

The principal or Board also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by

telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the suspension proceeding has been initiated by the principal, the principal shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the principal may accept or reject all or part of it. The principal's decision after the formal hearing to impose a long-term suspension or expulsion may be appealed first to the Board of Directors, next to the chartering entity, and finally to the State Commission on Charter Schools. If the proceeding has been initiated by the Board, the Board shall hear and determine the proceeding. The Board's decision after the formal hearing to impose a long-term suspension (or expulsion) may be appealed to the chartering entity and finally to the State Commission on Charter Schools.

IV. ADDITIONAL DISCIPLINARY MEASURES

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the principal or Board of Directors to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in Part II or Part III of this Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to the additional disciplinary measures noted below.

In-school suspensions, suspensions of transportation, and involuntary transfers may be imposed only by the principal or Board of Directors. All other disciplinary measures may be imposed by the principal, the Board of Directors, or a teacher, who must inform the principal of such action within a reasonable time.

BEHAVIORAL CONTRACT:

School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary.

LOSS OF SCHOOL PRIVILEGES:

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in extracurricular activities, including athletics. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the principal or teacher involved. If possible, the principal or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

IN-SCHOOL SHORT TERM SUSPENSION:

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) must be given a reasonable opportunity for an informal conference regarding such suspension with whomever was involved in imposing the suspension.

INVOLUNTARY TRANSFER:

Non-handicapped students may be transferred involuntarily to another school by the principal. Before a student may be involuntarily transferred, the principal shall provide written notice to the

student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for an informal conference with the principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by counsel or an individual of their choice. If, following the informal conference, the principal maintains that the student would receive an adequate and appropriate education in another school program, the principal shall issue a recommendation of transfer to the school's Board of Directors, which shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of alternatives explored, and prior action taken to resolve the problem. A copy of such recommendation shall be sent to the student and his or her parent(s) or guardian(s). Upon receipt of the principal's recommendation for transfer, the Board of Directors shall notify the student and the parent(s) or guardian(s) of the opportunity for a fair hearing where the student may be represented by counsel, present evidence, and question witnesses. Such notification shall list community agencies and free legal assistance which may be of assistance to the student. The written notice shall include a statement that the student or his or her parent(s) or guardian(s) has 10 days to request a hearing and that the proposed transfer shall not take effect until the 10-day period has lapsed, or, if a hearing is requested, until after a formal decision following the hearing is rendered, whichever is later.

V. DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines

appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education ("CSE") for consideration of a change in the guidelines.

2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE must be notified immediately of any suspension from classes, and will arrange appropriate alternate instruction.

If there is any reason to believe that the infraction is a result of the student's disability, the student must be immediately referred to the CSE. If a connection is found, no penalty may be imposed. The CSE will consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the CSE for reconsideration of the student's educational placement. Such a student may not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE prior to the 11th day of suspension since such suspensions are considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE will follow its ordinary policies with respect to parental notification and involvement.

3. The CSE shall meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.

- b. The commission of any infraction which is a result of the student's disability.
- c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days.

Administrative Policies of the School:**Maintenance of Public Order on School Property**

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the Harbor Charter School.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

I. Prohibited Conduct

No person, either singly or in concert, shall:

- A. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
- B. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- C. Willfully damage or destroy school property, nor remove or use such property without authorization.
- D. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.

E. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.

F. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.

G. Refuse to leave any building or facility after being required to do so by the principal or an authorized administrative officer or his or her designee.

H. Willfully obstruct or interfere with the free movement of persons and vehicles.

I. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.

J. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property.

K. Commit acts which threaten the safety and welfare of persons on school property.

L. Violate any federal or State statute or regulation, local ordinance or school policy.

M. Possess, use or distribute alcohol, drugs or drug paraphernalia.

N. Harass or coerce any person.

O. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.

P. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the principal.

II. Penalties and Enforcement

Penalties for violations of these rules include, but are not limited to:

- * the withdrawal of authorization to remain upon school property;
- * ejection;
- * arrest;
- * for students, suspension or other disciplinary action; and
- * for school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the principal and to make reasonable efforts to stop the prohibited conduct. The principal is responsible for the enforcement of these rules.

The Harbor Science and Arts Charter School**BILL OF STUDENT RIGHTS & RESPONSIBILITIES****I. Participation in School Activities**

All students have the following rights:

A. To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability.

B. To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

II. Records

The Family Education Rights and Privacy Act of 1974 (FERPA) requires a school to protect a student's privacy. The school will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the principal. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

III. Freedom of Expression

A. Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that

otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Discipline Code, violations of which are punishable as stated in such Code.

B. Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

No person shall distribute any printed or written materials on school property without the prior permission of the principal. The principal may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The principal may also regulate the time, place, manner and duration of such distribution.

IV. Search and Seizure

A. A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

B. Student lockers and desks remain the property of the school. However, the school is not responsible for books, clothing or valuables left in lockers or desks. A student shall not place, keep or maintain in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the lawful mission of the school.

C. The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

1. School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
2. Searches shall be conducted under the authorization of the school principal or his/her designee.
3. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

V. Off-Campus Events

Students at school sponsored off-campus events shall be governed by all the GUIDELINES of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

VI. Discipline

A. Prohibited conduct and acceptable school responses to such conduct are set forth in the Student Disciplinary Code. In all disciplinary matters, students shall have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.

B. A student may be suspended from instruction only after his or her rights to due process have been observed.

Harbor Charter School Trip Safety Plan

Rationale for Trips:

The Harbor Science and Arts Charter School believes that trips serve an important educational function at the school. The Academy has developed close working relationships with a number of scientific and arts related organizations in New York City.

These include, but are not restricted to:

El Museo del Barrio,
The Museum for the City of New York,
The Metropolitan Museum of Art,
The American Museum of Natural History,
The American Crafts Museum,
The Bronx Botanical Garden,
The Bronx Zoo,
The Central Park Zoo and
The Museum of the American Indian.

Each of these organizations is a unique academic resource, both in terms of the exhibits and in terms of the experts who share their excitement for learning with our children.

The academic curriculum at the Harbor Charter is designed to take full advantage of these unique resources.

Specific Academic Projects:

In addition to the relationships mentioned above, the Harbor Charter has developed projects that allow our students to work closely with scientists and educators around topics of mutual interest.

These projects demand that our students do art and science at a high level and then share the results of their work with other scientists and educators who are interested in similar problems.

These projects include:

- * The Meer Ecological Systems Study (a collaborative among the scientists and educators of the Central Park Conservancy and the educators and students of 15 schools in Community School District 4),
- * The Biodiversity Project (this is a collaborative with the scientists from the American Museum of Natural History and junior high schools throughout the United States),
- * The Youth CaN 98" telecommunications conference (this is an environmental conference that connects our school electronically to other schools around the world),
- * The Hudson River Watershed Conference (this is a consortium of high schools and junior high schools that have an interest in the water quality of the Hudson River),

- * El Museo del Barrio's Three Kings Celebration and Parade (our students work with educators from El Museo to develop artwork and dance performances as part of the Three Kings celebration),
- * The History of the Five Boroughs Project (this is a collaboration with The Museum of the City of New York . It involves a series of workshops and class projects that take advantage of the expertise of artists and educators from The Museum of the City of NY),
- * The Trees, Tales and Woodland Trails project (this is a tree study and planting project that brings our students together with the educators and scientists from the City Parks Foundation) and
- * The American Crafts project (this is in collaboration with educators from the American Crafts Museum).

All of these projects require that our children travel off-site to participate fully in the activities. Because traveling off-site is so important, we have developed a series of safety guidelines for these excursions.

Basic Rules

In general students are partnered with another student. Generally these pairs are then assembled into groups of 6 to 8 children and assigned to an adult chaperone.

The most important rules for all trips include:

staying with the partner who has been designated

staying in the sub-group that may have been created by the trip organizer, and staying near the staff member or other adult who has been designated as responsible for the sub-group (smaller-group).

Students are asked to listen closely to any specific rules that may be necessary for a particular trip. It is important that students get quiet quickly when the leader asks for their attention.

Before a trip begins, the leader assembles all of the children and staff and goes over the rules for the trip.

This includes the general rules of listening, staying with the partner, staying with the group and generally being well behaved, as well as the more specific rules for the particular trip.

If at any time a student feels that he or she cannot follow the rules for the trip, or if a staff member feels that a particular student is not going to be able to follow the rules for the trip, then that student may stay behind and help out in another class at the Academy.

Specific Kinds of Trips:

Use of the subway:

Many times it is necessary to use the subways. It is necessary for children to pay particular attention to the directions from staff.

When entering the subway, children will walk in single file down the stairs (generally to the right side of the stairs).

When reaching the gate they will wait quietly in a single line until the leader has a chance to make the fare arrangements with the clerk.

When given the signal the students will pass through the designated entry and follow the adults to the waiting area on the subway platform.

Students will wait quietly, gathered by their groups against the platform wall (if available) until the train has stopped and the doors have opened.

The students will then enter the designated car through the designated doors.

A staff member will stand in the doorway until all children have entered the car.

If possible, students should sit down near each other so that staff can see everyone.

A staff member will warn the students of the impending stop at least one stop before.

When the door opens a staff member will step into the doorway and signal the students to exit the train.

The students will move quickly and quietly to the wall of the platform (or to the center of the platform - on double sided platforms) and wait with their group until the staff has had a chance to check attendance.

No fooling around, changing seats, running, yelling, jumping, etc. will be tolerated while on public transportation.

Use of Municipal (Public) Busses:

The rules for subways apply to the use of busses. Children should try to stay together as much as possible and to move toward the back of the bus.

When getting off of the bus the students should get off the back entrance unless advised otherwise by a staff member or the bus driver.

Attendance must be taken as the students gather on the sidewalk.

Students must follow all of the rules required by the bus driver and/or the bus company. When getting on and off of the bus, students must move quickly to the sidewalk and wait in their group until all have gotten off of the bus and been counted.

Walking Trips:

When walking, it is important to respect the rights of others. We must be able to share the sidewalk. Students should stay with their partners and stay with their group and assigned staff member.

One staff member walks in front of the whole group and one walks at the end of the group. When ever additional staff is available, they should be positioned in the middle of the group.

Students must not move ahead of the leader nor lag behind the last staff person.

The group should not stretch out along the sidewalk.

When the group reaches a crossing area, the group will stop until all have caught up to the leaders. When the leader indicates it is time, the group will walk quickly and silently across the street to the opposite corner.

Once everyone is across safely, the group may continue. The group must stay on the sidewalk or the designated path at all times (unless designated by the leader or another adult).

Park Trips

The rules for walking apply to traveling to and from the park. In addition, there are occasionally park vehicles that also use the paths and sidewalks in the park. If a leader signals that there is a vehicle coming, all students must move to the side of the path to allow the driver to pass immediately.

When the group reaches the study area, the specific safety rules will be repeated. It is very important to follow these rules.

The Harbor Science and Arts Charter School is given special permission to get off of the trails and sidewalks and to study and collect material for scientific study. To keep this privilege, we must always be respectful of the environment as well as of the safety issues for each study location.

All locations for study have been selected in cooperation with the scientists at Central Park for maximum safety as well as for scientific interest.

Any students who behave in a way that is considered unsafe or is not respectful of the environment will be asked to sit out the days activity.

When it is time to move on, students will gather at the assembly point quickly They must be sure to bring all equipment back to the assembly point. Students should never be away from their partner, away from their group nor away from the supervising staff person.

Although each site in the park is selected for safety reasons, it is still important for all to follow the specific safety rules for each location.

Student's signature

Parent's signature

Classroom Teacher's signature

Parent's comments:

The Harbor Charter School Community Pledge

We at the Harbor Charter School are dedicated to creating a safe, respectful, and stimulating environment to enhance learning and growth in our students, staff, and parents.

In order to do this, we all need to work as a team and create a place characterized by mutual respect, consideration and value.

We do this by encouraging everyone to:

- f. Respect others opinions.
- g. Respect others property.
- h. Be a good listener.
- i. Make responsible, healthy choices.

We encourage our students to:

- Attend school on time everyday.
- Be proud of themselves when they succeed.
- Follow directions the first time they are asked.
- Persist when something is difficult to show themselves they can overcome the obstacle.
- 5. Be responsible for themselves and their actions – if they’re not responsible, they can’t take credit for their achievements.
- Be safe by keeping their hands and feet to themselves.

We take or pledge seriously and hope you will do the same by discussing it with your child.

Thank you.

Student Signature _____ Date _____

Parent Signature _____ Date _____

The Harbor Science and Arts Charter School

Policy on Hitting with Malicious Intent

The Harbor Charter School responds very seriously to incidents involving physical contact as it is paramount to keep the atmosphere safe for all staff and students. Thus, the following guidelines have been instituted for dealing with incidents involving intentional physical contact between students.

For a first time physical incident:

- Both students are spoken to by an administrator regarding the seriousness of the offense. Consequences are explained at this time to the students(s) and the student is told that his/her parent will be called. They are also told that if a repeated offense occurs, the parent will be asked to come into school for a meeting.
- The administrator shows the student his/her personal folder in the office, which the student is asked, to journal in regarding the incident. For example, they might be asked to write about what happened, and what other choices the student can make in the same situation next time to avoid physical contact. The student will be asked to “check-in” and write in their journal later that day as well as the next morning to help them think about how to react in difficult situations positively before they are in the midst of one.
- Parents are contacted by phone regarding the incident and asked to reinforce the Harbor Charter School’s policy with their child about solving conflict with non-physical means. The parents are also informed that their child will be meeting with the psychologist to talk about how to better cope with their feelings and conflictual situations.
- Student(s) meet with the school counselor.

If a second offense occurs:

- The student meets with an administrator and is told his/her parents will be called into a meeting regarding the aggressive behavior. The student is told that continued incidents of this sort will warrant a school suspension.
- The student is asked to write in their journal in the same manner as during and after the first incident.
- A meeting is held with parents to discuss the consequences (depending on the severity this might be an in- school suspension or another natural consequence). The child is called into this meeting to hear about the consequences with the administrator and parent present.

ATTACHMENT III-19 DRESS CODE POLICY

SEE ATTACHED PARENT/STUDENT HANDBOOK

The dress code policy will be established by the Parent's Association. At present there is no dress code policy established. The Harbor Science and Arts Charter School will follow the rules established by the New York City Board of Education for establishing a dress code policy. Parents will be given at least 3 months notice prior to the end of the school year prior to the establishment of a dress code policy. Any dress code policy would start at the beginning of a school year (September) and would be appropriate for the activities conducted by the school, which include dance, physical education, and outdoor experiments in Central Park.

HARBOR SCIENCE AND ARTS
CHARTER SCHOOL

PARENTS MANUAL

Harbor Charter School Parent Guide

Welcome!

This booklet is to inform you about the Harbor Charter School. We urge that you read it carefully and become familiar with the policies of the school. Our goal is to keep you informed so that we may work cooperatively in the best interest of the children. We have tried to include the essential day-to-day policies. Each year these policies will be reviewed, adjusted or changed as necessary. Please feel free to contact the school if you have any questions concerning the policies or any other questions that are not answered in this booklet.

INDEX OF CONTENTS

Attendance and Absences

Child Neglect and Abuse

Daily Schedule

Discipline

Discipline - State Law

Drug Free Schools

Emergency Closings

Faculty List

Field Trips

First Aid

Freedom from Sexual Harassment

H.E.P. and School Volunteers

Homework Guidelines

Homework Policy

Instructional Materials

Lost and Found

Lunch Program

Lunch Rules - Cafeteria and Classroom

Media Center Policies

Mission Statement

Philosophy

Playground/Recess

Progress Report Rationale

Progress Reports and Report Cards

Pupil Records

Recess

Registration, Withdrawal and Records

School Building Use

School Calendar

School Day

School Rules

Smoke Free Schools

Student Health and Notes

Student Insurance

Student Visitations

Telephone Messages to the School

Telephone Use by Students

Visits and Appointments

SCHOOL PHILOSOPHY AND MISSION STATEMENT

Philosophy

The Harbor Charter School believes that the purpose of education, in cooperation with the family and society, is to help each student develop to his or her fullest potential as a human being.

Accordingly, each student must:

1. Be accepted as an individual without regard to race, national origin, creed, sex, or handicapping condition.
2. Be encouraged to develop a sense of responsibility.
3. Be provided with opportunities to work to the limits of his or her potential.
4. Be afforded the opportunity to succeed and to learn how to recover from failure.

Further, our educational system must:

1. Take advantage of the individual's strong, inherent desire to learn and to make sense of his or her environment.
2. Be structured to facilitate learning through discovery, exploration and involvement, in addition to abstract experiences.
3. Strive to maintain the individuality and originality of the learner.
4. Provide a structure in which students can learn from and work with each other.
5. Encourage learning in other environments.
6. Be structured in a manner that reflects the freedoms and responsibilities that citizens have in our society.

7. Make available a curriculum that helps each student to: Develop the ability to use language to communicate effectively. Use mathematical knowledge and methods to solve problems. Reason logically. Use abstractions and symbols with power and ease. Apply and understand scientific knowledge and methods. Make use of technology and understand its contributions, advantages and limitations. Express oneself through the arts and understand the artistic expressions of others. Understand our own nation. Understand other nations and their cultures. Understand his/her relationship to the space in which he/she exists as well as the relationship of our planet to the universe. Apply knowledge about health, nutrition, and physical activity. Acquire the capacity to meet unexpected challenges. Make informed value judgements. Recognize and use his/her full learning potential. Prepare to go on learning for a lifetime.

8. Emphasize that relationships do exist between all subject areas in the curriculum.

9. Establish high expectations for every pupil in all facets of the program.

We further believe that our school system, based on these tenets, will help each Harbor Charter School student to become a contributing, participating and responsible member of our society.

Mission Statement

The Harbor Charter School is dedicated to educating the whole child. It is our goal to nurture children and help them become well-rounded, self-respecting, friendly and sensitive individuals.

We seek to provide a challenging curriculum with flexibility to meet the needs of each student.

We recognize and respect different learning and teaching styles. Our high expectations for academic achievement are balanced with giving students a broader sense of the world and the desire to perform service to others.

Each student will be given the opportunity to participate and achieve success in the mainstream.

SCHOOL CALENDAR & DAILY SCHEDULE

School Day

The school day begins at 8:30 AM and ends at 2:55 PM.

Any change (due to storm or other emergency) shall be of a temporary nature only.

The hours of school shall at least meet the State minimum* which is:

Kindergarten: two and one-half hours. Grade R/1: four and one-half hours, exclusive of lunch period. Grades 2-6: five and one-half hours, exclusive of lunch period.

*Minimum standards for New York State Public Elementary School approval.

Emergency Closings

We will follow the NYC Board of Education guidelines on school closings.

Schools will be open during bad weather unless it is considered to be too dangerous for pupils to commute to school. If weather conditions are bad at 6:00 A.M. but expected to improve by mid-morning, a delayed school opening will be announced on local radio stations. On a delayed opening, schools will open two (2) hours after the regular starting time, and bus pick-ups will also be delayed two hours. Schools will be dismissed at the regular time. If conditions remain bad by 8:30 A.M., the no-school announcement will be made over local radio stations before 9:00 A.M.

In the event of a major snowstorm, schools may be cancelled as early as 6:00 A.M.

Recess

Recess is a part of the elementary school program. It is a time set aside for children to develop social skills in a semi-structured setting.

Whenever possible, the children go outside for all or a portion of their recess time. Recess offers them a change of pace from cerebral to physical activity. Factors such as the outside temperature, wind chill, and the condition of the playground are considered before a decision for outside

recess is made. We recommend that children be dressed appropriately for coping with the elements; however, we recognize this as a parent responsibility.

Any child not well enough to go out to recess should remain at home unless we have a communication from the child's physician recommending that he/she remain inside.

Lunch

Menus and Food Service Prepayment Receipt forms are sent home on a monthly basis.

Permanent laminated lunch tickets are issued to students. They are to be given to teachers for distribution to students and students must have these tickets with them when purchasing lunch.

Lunch prices will be determined at a later date. Milk may be purchased separately daily, price to be announced. Students may purchase lunch for the entire week or for individual days. Checks are welcome and should be made out to The Harbor Charter School Elementary School Lunch Program. Envelopes will be collected when the attendance folders are collected. The lunch envelopes will then be taken to the cafeteria. Teachers' lunches are available at prices to be determined at a later date.

Observance of Religious Holidays

The School Board supports the study and appreciation of the artistic and cultural aspects of a religious nature. When such events are planned, including choral and orchestral music, they should be implemented in accordance with the following provisions:

There shall be no attempt to extort, persuade, or involve students in a religious observance.

Teachers should emphasize the artistic and cultural aspect of the holiday and be sensitive to the feelings of students and parents who may not celebrate that holiday. When the study of religious holidays is appropriate to the instructional program, teachers should attempt to include for instructional purposes the significant religious holidays of major faiths in the United States and

the world. Respect of the beliefs of others shall be the primary instructional goal. No students or teachers shall be required to participate in any such event if it is contrary to their convictions.

Parties

School parties are usually held before Winter Recess and on Valentine's Day. Plans for these parties are made by the classroom teacher and pupils; however, teachers as a group should discuss these plans so that they are similar.

REGISTRATION, WITHDRAWAL & RECORDS

Pupil Admissions and Transfers

When a pupil is enrolled, his parents or guardian fill out forms provided by the office. From those forms the pupil's emergency file, health record card, and permanent cumulative folder is prepared.

Birth Certificates

Birth certificates will be required of all pupils now in The Harbor Charter School. The pupil entering school for the first time, either Kindergarten or grade 1, or a pupil entering by transfer from other schools must present a birth certificate to the Principal at the time of enrollment. The child must enroll under full legal name. After being entered in the school records, the birth certificate will be returned to the parent.

New Students

All new students entering The Harbor Charter School are tested at least one day prior to their entry into the school. Placement decisions are made based upon this testing.

Withdrawals

Pupils transferring out of the school should notify the office and the classroom teacher as soon as possible so that forms can be promptly processed. Once a release of records has been signed, student records are forwarded by mail to the new school.

Insurance - Pupil

Accident insurance is available at minimal cost, and all parents are encouraged to take advantage of this offer. Notices will be sent home regarding price and procedure for obtaining coverage.

Parents are requested to sign and return insurance forms in September, indicating whether they do or do not want school insurance for the current school year. This procedure is done to verify that all students are given the option of purchasing school insurance.

Pupil Records

Records of school progress, test data, and health issues are maintained for each student. Parents are at liberty to review these records and may do so by making an appointment with the school principal.

ATTENDANCE Tardiness

To help students get off to a good start each day, we want them here on time! School starts each day with announcements, assignments, introductions, distribution of material, and problem solving. The first twenty minutes are critical to the success of the day.

The Harbor Charter School's tardy policy helps to enforce prompt attendance. When a child is tardy, he or she reports to the school office for an admission slip.

When children are habitually late, they develop one of two attitudes. Either they become very blasé about punctuality in general which carries over into their habits for life, or they develop a helpless frustration when being tardy is not their fault. Neither of these possibilities help the youngster develop as a responsible person.

Parents need to help children develop a sense of time, especially lead time between home and school. Parents need to model a behavior that regards punctuality as a value. Getting to school on time is a natural opportunity to practice for a lifetime habit. Please help.

Good attendance is necessary for proper progress in school. Pupils are expected to attend school every day school is in session, unless prevented by personal illness or family emergency or unless absence has been pre-arranged with the proper school officials. Parents must make the request for a planned absence, and all work for the period must be made up.

Absences, Tardiness, and Dismissals

Parents are requested to notify the school (860-5856) between 8:30 A.M. - 9:30 A.M. in the event their child must be absent from school for any reason. In an effort to provide maximum protection of children, unreported absences will be followed up by the School secretary who will telephone the parents. In the event parents are unable to be contacted, the secretary will ask the police to follow-up. Students who arrive after 8:30 A.M. are tardy. When you and your child reports to school, he/she should go directly to the security officer or the office to get an admit slip for class. If you need to request an early dismissal, send a note with your child in the morning or call the office. When you arrive to pick up your child, report directly to the office. As in the past, all visitors are asked to report to the office upon entering the school.

Volunteers and visitors who will be in the school for a period of time will be issued a "PARENT VOLUNTEER" or "VISITOR" badge, which will be worn while on school grounds and turned in to the office when leaving the premises. Regular dismissal time for your child is 2:50 p.m. If you request an early dismissal, send a note with your child in the morning. Be sure to clearly indicate who will be picking up your child. When you (or your designee) arrive to pick up your child, report directly to the office. You will sign your child out in the "Dismissal Log" and your

child's classroom teacher will be contacted and asked to send him/her to the office for dismissal. Should your child be outside at the time of the requested dismissal, we ask that you wait in the office until the students have returned to class. Realizing that time constraints do not always allow for this, if necessary you may pick your child up at the playground. When dismissal from the playground is necessary, you will be issued a PARENT" pass from the office, which should be worn and be clearly visible to on-duty personnel. In addition, you will be given a dismissal slip for your child, which should be given to an on-duty teacher or aide so that the classroom teacher can be made aware of the early dismissal. The PARENT pass should then be returned to the office. In all instances, the Dismissal Log must be signed and no student will be dismissed without clearance from the office. Parents must send a written note to the school office to indicate any change in after school pick-up. For long-term changes, permanent notification should be given to the office either through a written permanent note kept on file in the office.

Excused Absences

The following are generally accepted as excused absences:

1. Illness
2. A family emergency
3. Medical or dental appointments which cannot be scheduled after regular school hours.

Extended Absences from School

Chronic absences will be monitored by school personnel on at least a quarterly basis. The school reserves the right to request a doctor's verification of extended absence due to illness.

In the case of unexcused absences, the possibility of make-up work is at the discretion of the individual teacher.

In the event that a child misses one week or more from school due to family vacation plans, the principal is to be notified at least one week in advance. The classroom teacher will provide a maximum of five days work in advance. However, should new concepts which require direct teaching be introduced during the period of absence, work sent home will be left up to the discretion of the classroom teacher. Any work sent home will be expected to be completed. Additional make-up work will be provided upon the student's return and will be the joint responsibility of parent and teacher. The student will be held responsible for all new concepts and curriculum covered during his/her absence.

HEALTH ABC's of School Routine

The next few sections contain an assortment of procedures our school uses for an orderly operation. We haven't tried to describe the whole experience but enough to get acquainted.

When parents are familiar with the school's expectations, they can support our effort and take advantage of our services. This list covers large and small matters. Most of all we hope that it conveys a sense of confidence in Nesbit as it is organized to receive your child.

Attendance is checked daily. If your child is not at school call us or we will call you to inform you of his or her absence. The secretary's number is a voice mail 650/261-6752.

Bicycles may be ridden to school and locked in the bike rack. Bike helmets must be worn while biking. Parents should suggest the safest riding route before granting permission to bike to school. Bikes left in the rack after class hours are in serious jeopardy.

Conferences between parents and teachers are scheduled during the school year, but our faculty initiates and responds to communications with parents whenever student progress is at question.

Discipline at school really means protecting every student's freedom to live and learn in a confined society that reflects the values and mores of the greater society. Rules are intended as guides. Individual problems are given individual attention.

First Aid is administered to injured students. The legal limit of our ability to help the injured child suggests the need for all parents to update emergency information in the office.

Student Health

A major concern of the School is to help each student reach his/her optimum physical, mental, and emotional well-being and stay there. Routine screenings of vision, hearing, head lice, etc. help us to attain this goal. Routine screening tests will be done throughout the school year and can be further enhanced by referrals from teachers.

Communicable diseases will be reported to the office as soon as teachers are notified by the parents. They must be reported to the State and be recorded on the student's health record. It is also helpful to know what "bug" is circulating through the school.

The Health Department also functions as a resource center. If you or any of your students need information and/or material of a health related matter, we will be glad to help whenever possible.

Health - Notes

We are recommending that children do not come to school if they appear to be ill. It is advisable to keep the child home if he/she has a sore throat, severe cold, rash, or fever. The close proximity of seating in classrooms accelerates the spread of communicable diseases.

If your child has a physical defect, please be sure to inform the school. Should your child be ill and remain at home, you are asked to notify the school office between 8:30 A.M. and 9:30 A.M.

(See attendance)

The school nurse is responsible for attending only to illness and injury that occur during school hours. She has the authority to exclude from school any child who appears to have an infectious condition. If illness occurs during the day, children will be dismissed only if a parent or designated adult picks them up at school.

If a child is absent because of illness but is able to do some school work, please don't hesitate to call the school office. We will be very happy to provide work in order to help your child "keep up". Please do not expect the teacher to talk with you or to prepare work during the school day, for that time belongs to the class.

No student will be excused from environmental science day, gym or recess unless a directive is received from the child's physician to the effect that due to recent illness or injury the student should not participate.

Because of the increasing number of children who must take oral medication during school hours, parents must adhere to the following guidelines for the protection and safety of the child.

The school must have:

1. A written statement from the prescribing physician, stating name of medication, dosage, and time to be given.
2. A release form, signed by the parent or guardian, granting permission for the child to take the medication in school.
3. No more than one week's supply of medication at one time.
4. All medication sent in a closed container, marked with the child's name.

Only the school nurse or staff member delegated by the Principal assists in the administration of medication. Children are not permitted to have medicine in the classroom or on their person.

Parents or the child (if reliable) should take the medication to the nurse's office where it is kept

in a locked place. By State mandate non-prescribed oral medication, such as aspirin, will not be made available by the school.

First Aid

Teachers are responsible for attending to pupils in need of first aid, and are encouraged to care for them to the best of their ability, if the school nurse is not in the building. In cases of serious injury, teachers notify the nurse and the Principal immediately.

Child Neglect and Abuse

Because of their sustained contact with school-age children, school employees are in an excellent position to identify abused or neglected children and to refer them for treatment and protection.

All staff are Mandated Reporters of Child Abuse

To comply with the Child Protection Act (RSA:169c,1979), it is the policy of the Harbor Charter School that any teacher or other school employee who suspects that a child's physical or mental welfare may be adversely affected by abuse or neglect must report to the Principal, or other designated personnel. They must then call the Division of Children and Youth Services and give the following information:

- 1.Name, address, age and sex of student.
- 2.Name and address of parent or caretaker.
- 3.Name and address of the person allegedly responsible for the abuse and neglect, if known.
- 4.The name of siblings who may be in danger, if known.
- 5.The nature and extent of injuries or description of neglect.

It is not the responsibility of the school employee to prove that the child has been abused or neglected, or to determine whether the child is in the need of protection.

An abused child is a minor under the age of 18 who has been sexually molested or exploited, been psychologically injured so that said child exhibits symptoms of emotional problems generally recognized to result from consistent maltreatment or neglect; or been physically injured by other than accidental means.

Neglect means the failure to provide the necessary food, care, clothing, shelter or medical attention for a child's physical, mental and emotional health.

Under RSA:169c, school personnel who in good faith make a report of suspected child abuse or neglect, have immunity from any liabilities, civil or criminal. The good faith of the reporter is presumed.

Under RSA:169c, persons willfully failing to report are guilty of a misdemeanor which, under New York law, can mean a sentence of up to one year in jail and a \$1,000. fine.

Under State "right to know" laws parents maintain the right of access to information compiled in their child's school records. However, it is also the school's right to withhold certain information which identifies either the person who made the report or those who cooperated in a subsequent investigation, if the school believes the release of this information would be detrimental to the safety and interest of the reporting person.

Nondiscrimination and Notification of Grievance Procedures

It is the policy of the Harbor Charter School not to discriminate in education programs, activities, or employment practices on the basis of race, language, sex, age, creed, color, marital status, national origin or handicapping conditions, under the provisions of Title VI and IX of the 1972 Educational Amendments: Section 504 of the Rehabilitation Act of 1972 and the Individuals with Disabilities Education Act, 1990 (formerly the Education of Handicapped Children's Act of 1976).

Freedom from Sexual Harassment

It is the policy of the Harbor Charter School that all employees and students in the school district should be able to work and study in an environment that is free of sexual discrimination and sexual harassment.

” The Coordinator for Title IX is the: Principal, The Harbor Charter School , Suite 603, 1 East 104th Street, New York, NY 10029. Telephone (212) 427-2244 #601.

Inquiries may be directed to the coordinators listed herein or to the Regional Office for Civil Rights,

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations to Titles VI and IX, Section 504, and the Individuals with Disabilities Education Act of 1990. Grievance procedures may be obtained at the office of the Coordinators listed herein.

Smoke Free Schools

It is the policy of the The Harbor Charter School that smoking and other use of tobacco products shall be prohibited in accordance with RSAs 78:1, XIV and 78:12-b, II as amended June 20, 1991: In all school buildings at all times; on all school related vehicles, including buses at all times; on all school grounds.

Further, possession of tobacco products by anyone under the age of 18 is prohibited on all school property and vehicles including buses, at all times, in accordance with RSAs 78:1, XIV and 78:12-b, II as amended June 20, 1991.

Players, coaches, trainers, managers and anyone officially participating in an athletic event shall be prohibited from smoking or using other tobacco products during practice sessions or games.

Drug Free Schools

It is the policy of The Harbor Charter School to discourage and prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees as mandated by PL 101-226.

21 Ways to Stay Out of Trouble

Parents: The following list of prohibitions is the appendix to our policy on discipline and student behavior. Please take time to review these with your children before school begins.

General Restrictions on Student Behavior

¥ Students don't leave the school grounds ¥ Students don't climb trees, fences, backstops, sheds ¥
 Students don't throw rocks, mud sticks, cones, debris ¥ Students don't kick balls on the blacktop
 area ¥ Students don't ride bikes on the school grounds ¥ Students don't loiter about bike racks
 during recess ¥ Students don't play or loaf in restrooms
 ¥ Baseballs are not permitted at school ¥ Tackle football and tackling games are prohibited ¥
 Area behind portable classrooms is off limits ¥ Students retrieve balls off grounds with
 permission ¥ Students stay out of corridors during recesses ¥ Karate style play activity is
 prohibited ¥ Vulgar or profane language is not acceptable
 ¥ Spitting or filthy health habits are prohibited ¥ Snacks are allowed in classrooms and
 lunchroom only ¥ Playground games cannot be locked to homeroom classmates ¥ Team games
 are not locked if joiner balance sides ¥ Grades 1 and 2 use apparatus on M-Th. Grades 3 on
 Friday ¥ Radios and tape players are not allowed at school ¥ Office telephone is used with
 permission from teacher

VISITS AND APPOINTMENTS

Parents are encouraged to visit the school often and become acquainted with what their children are doing and what services are offered them. This is one way of helping children realize the

importance of school. Teachers will not be able to discuss problems with parents during the school hours. They should make appointments for before or after school. All visitors check in with the office.

In order to avoid classroom interruptions, parents coming into the school at dismissal time to pick up their children are requested to wait in the lobby. In the event that an emergency arises that necessitates getting your child during the school day, please stop by the office to get a dismissal slip. Any adult entering a classroom is a distraction to the educational process, so we ask that you enter as quietly as possible. Once you get the attention of the teacher, he/she will then dismiss your child.

Telephone Messages to the School

If parents find it necessary to telephone their child at school, the message will be relayed to him/her. The message must be telephoned in before 2:30 P.M. If possible, parents are encouraged to give all instructions to their child before he/she leaves in the morning.

Teachers may be reached up to fifteen minutes before school opens in the morning or fifteen minutes after school is dismissed. A message may be taken at any time for a teacher. Unless there is an emergency, teachers will not be interrupted during the school day from classroom instruction.

Students may not receive permission over the telephone from anyone with regards to changing buses or going to other students' homes. (Students must have a note from home in the morning if they are going anywhere besides their own home.)

Student Visitations

Students who do not attend The Harbor Charter School may visit the school for one day under the following guidelines:

Three days notice to classroom teacher. Teacher approval Administrative approval

LOST AND FOUND

A great deal of time is spent during the school year trying to locate owners of lost articles of clothing, etc., and trying to match boots. Children's clothing and footwear should be clearly marked with their first and last names. Please feel free to come to our lost and found boxes just outside the entrance to the office.

RULES

SCHOOL RULES ARE AS FOLLOWS:

- A. WALK AND MOVE SAFELY
- B. FOLLOW DIRECTIONS
- C. SHOW RESPECT
- D. KEEP THE SCHOOL NEAT AND CLEAN

Lunch Rules - Cafeteria/Classroom

Due to the increase in student enrollment, only students in Grades R/1-2 will eat in the cafeteria.

Students in Grades 3-6 will eat in their classrooms.

Cafeteria:

1. School-wide rules apply in the cafeteria.
2. Quiet talking is allowed in the cafeteria.
3. Students eat in areas designated for hot and cold lunch.
4. All students eating lunch in the cafeteria will be escorted to the cafeteria by their classroom teacher.

Classroom:

1. All students eating lunch in their classroom will be escorted to the cafeteria by their classroom teacher.
2. Students will eat at their own desks.
3. School-wide rules apply in the classroom.
4. Quiet talking is allowed in the classroom.

Playground Regulations

- A. School rules apply on the playground.

Walk & move safely. Follow directions. Show respect. Keep the school neat and clean.

- B. Hard balls are not safe for the playground.
- C. Baseball bats and hockey sticks are not safe on the playground.
- D. All body contact games are not safe on the playground.
- E. Children who break the rules can be afforded the opportunity for time-out.
- F. Ball playing is not allowed on the hardtop at any time due to the large number of children on the playground.
- G. Radios, tape records, etc. and other expensive electronic toys are not suitable on the playground.
- H. Boundaries in play area are delineated by a fence.

Playground Boundaries

No one should be in back of the tool shed or in the wooded areas.

Recess - Indoor

When weather is inclement, a decision will be made as to the feasibility of indoor/outdoor recess. The backup duty teacher will be on duty whenever there is indoor recess. Classroom teachers are to remain in their rooms when children are sent indoors before school for the purpose of assisting

specialists in supervision. During indoor recess, students are expected to find a seat activity and remain seated for safety reasons. Games involving balls, or any type of movement activity are considered unsafe.

Recess - Winter

- A. Snowball throwing is unsafe.
- B. "King of the Mountain" is likewise unsafe.

Instructional Materials

1. Textbooks and essential instructional materials are loaned to students without charge.
2. Students are held responsible for the loss of textbooks or for damages beyond normal wear.
3. Students are held liable for loss of classroom or school library materials charged to them and for damage beyond normal wear.

Telephone Use by Students

Students are permitted to use the phone in the school secretary's office only in case of emergency situations. All other phones are off-limits to students.

Use of School Building

The Principal is directly responsible for the renting and use of facilities to out-of-school groups or organizations.

DISCIPLINE

Discipline - Notes

Pre-requisites to effective instruction are preparation, organization, order and discipline.

- a. We believe in the disciplined caring of our students. Therefore, there exists a set of reasonable school and classroom regulations by which all students are expected to abide.

b. Our teachers are knowledgeable regarding age-appropriate behavior that can reasonably be expected from children.

c. Most discipline problems are handled by the classroom teacher in concert with the parents.

When necessary, positive alternatives are employed to bring about improvement in student behavior.

d. The Principal is responsible for establishing or approving general school and classroom rules and regulations. He/she serves as a resource person to both teachers and parents in improving student behavior. In instances where the teacher and/or parent has been unable to effect a positive change, the Principal will become more directly involved in the disciplinary process. --

School Counselor -- Discipline - School

Pupils are expected to conduct themselves in a manner reflecting a sense of responsibility, good citizenship, and consideration for the rights of others. The school will not tolerate rudeness or violence in any form.

1. A teacher should do everything feasible to gain the cooperation of the student. Parent contact should be made early. If continued problems arise from a student, the case should be referred to or discussed with the Principal.

2. Some students and their actions necessitate referral directly to the office. No student will be sent to the office unless they have a Discipline Referral Form to inform the Principal of the nature of their major infraction.

3. The Principal and the teacher will provide appropriate action based on a review of the situation.

Parent Concerns

In cases of discipline problems or other school related issues, parents shall first discuss the matter with the teacher involved. If the issue is not satisfactorily resolved at this level, the parent shall seek redress in the following sequence: the Principal, the Superintendent of Schools, the Board of Education.

Discipline - State Law

"RSA189:1-A Duty to Provide Education - It shall be the duty of the school board to provide, at district expense, elementary and secondary education to all pupils under twenty-one years of age who reside in the district, provided that the board may exclude specific pupils for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school, and further provided that this section shall not apply to pupils who have been exempted from school attendance in accordance with RSA193:5".

"RSA193:13- Suspension and Dismissal of Pupils - The Superintendent or his representative as designated in writing is authorized to suspend pupils from school for gross misconduct, providing that where there is a suspension lasting beyond five school days, the parent or guardian has the right to appeal any such suspension to the local board. Any suspension to continue beyond twenty school days must be approved by the local board. Any pupil may be dismissed from school by the local school board for gross misconduct or for neglect or refusal to conform to the reasonable rules of the school and said pupil shall not attend school until restored by the local board. Any dismissal shall be subject to review if requested prior to the start of each school year and further, any parent or guardian has the right to appeal any such dismissal by the local board to the State Board of Education."

1. The Principal of the building shall be responsible for the overall discipline of students under his/her jurisdiction.

2. Each teacher shall be responsible for maintaining classroom discipline and other areas of responsibility as instructed by the Principal.

3. For persistent disregard of the rules of the school, the Principal may recommend action under the conditions of RSA193:13 to the Superintendent of Schools.

TRANSPORTATION

Car pool lines have been set up to insure the safe dismissal of all students being picked up by automobile. Please do not discharge or pick-up your children in the bus area.

HOMEWORK

Homework Policy

1. The purpose of homework is to help students become self-directing, independent learners.

Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce or enhance school experiences.

2. The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class or which requires individual work in school or home.

3. The emphasis shall be placed on the value of the assignment to the child. Homework shall not be assigned simply for the sake of providing busy work for children. When homework is assigned, there will be timely and meaningful follow-up and feedback by the teacher.

4. The objective of this policy provides students with regular homework assignments throughout the school year.

Administrative Responsibilities

1. At the beginning of each school year, the principal will meet the faculty to:

Discuss the homework policy. Establish procedures with the staff for coordinating homework assignments. Inform the staff of general community input on homework assignments.

2. Inform all parents at the beginning of each school year of the homework policy.

Teacher Responsibilities

1. Homework is a learning activity which should increase with the maturity of the pupil. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

2. Teachers should make meaningful assignments. The purposes should always be clearly understood by both the teacher and the student in order that the student can complete the assignment.

3. Homework assignments should be consistent in terms of the amount given and the time required for each assignment so that routine study habits can be maintained.

4. Homework assignments and their evaluation should take into consideration individual differences of pupils such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the pupil has had instruction in the use of them.

5. Long term assignments requiring several due dates, i.e., outline, rough drafts, finished copies, etc. can be a vital learning experience. It is helpful for such assignments and due dates to be communicated to parents at the outset of the assignment.

6. There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests are considered by teachers when planning consistent assignments.

However, such considerations need to be discussed by the parent with the teacher. Homework is not to be used as a form of punishment under any circumstances.

Student Responsibilities

- a. Complete all assignments on a timely basis.
- b. Listen carefully and follow directions provided by the teacher.
- c. Use study aids and materials provided by teacher and parents.
- d. Use time efficiently. Plan ahead. Don't wait until the last minute to do long-range assignments.
- e. Study in a well-lighted, distraction-free area.
- f. Study at a specific time daily.
- g. Discuss homework assignments with your parents.
- h. Talk with the teacher if you have problems completing homework.
- i. Be neat, be organized, and keep track of school materials and assignments.
- j. Complete your part of an assignment that involves the cooperation of one or more students.

Parent Responsibilities

- a. Provide a well-lighted, distraction-free study area where the student can comfortably read and write.
- b. Be positive, provide encouragement and make sure assignments are completed on time.
- c. Encourage the child to take responsibility for keeping track of school materials and assignments.
- d. Assist the student with budgeting his or her time.
- e. Provide a specific time period for daily study.
- f. Supervise the homework. Make sure the student understands directions and works carefully and neatly.

- g. Help find materials and resources needed to complete homework assignments.
- h. If the child is having difficulty completing homework, check his or her study habits. Moving lips when reading, writing slowly or unclearly, and using poor study skills are signs the child may have problems that reduce his or her ability to get homework done, including personal problems unrelated to the school work.
- i. Talk with the teacher about any concerns or problems regarding homework.

Guidelines

Homework assignments for primary students* should be informal (e.g., collecting leaves to identify trees, collecting pictures for a scrapbook, writing stories on topics of personal interest).

In the elementary grades**, assignments in academic studies should be introduced (e.g., mathematics, spelling, developing reports).

* Primary age students - Grades 1-3

** Upper Elementary age students - Grade 4-6

Total Amount of Homework

The following time frames for each grade level are maximum time guidelines. When this is considered, the amount of time spent on homework daily can vary. This is to accommodate academic programs and individual needs.

LEVEL	FREQUENCY
1st - 3rd	15 - 30 minutes per day, 1-2 times per week
4th	30 - 45 minutes per day, 2-3 times per week
5th	1 hour per day, 2-3 times per week
6th	1 hour per day, 3-4 times per week

Environmental Science Day

FIELD TRIPS

A field trip is an integral part of the curriculum which is defined as an educational activity taking place under the auspices of the school, and conducted at a site other than on school premises.

All field trips will be organized and administered according to the accompanying guidelines and are subject to approval by the Superintendent of Schools or his / her designee.

Trips which do not meet field trip criteria are considered private trips and will not be sponsored or sanctioned by the Harbor Charter School.

Private trips take place under agreement between student(s), parent(s)/guardian(s) and trip leader(s). Planning, soliciting, organizing, discussing, and financing of private trips is not permitted on school district premises.

Financial Aspects

Every attempt will be made to keep costs of field trips to a minimum. To the extent that monies have been budgeted, field trips will be supported by school funds. Provision should be made for students who might not be able to afford a particular field trip; no student will be denied the opportunity to participate because of lack of funding.

Itinerary

A detailed itinerary of all field trips will be made available to parents and the school administration specifying when and where the group will be and how contact may be made with faculty sponsors. All students who go on a trip must return to the school with the group. There should be no exceptions without the Principal's prior written approval.

Liability

The Harbor Charter School, Boys Harbor, faculty sponsors, and chaperones will be protected against liability for accidents through the insurance program provided in a line item in the Harbor-wide portion of the school district budget.

Trip Supervision

Adequate adult supervision will be provided for all trips. Pre-trip orientation will be given to all chaperones. Supervision must be provided at all times while students are on the trip (both in transit and at the site). Students must not be allowed to leave the trip site to go off by themselves. Appropriate supervision is required for all field trips.

Health

Provision must be taken to insure that all students and adults are in good health when trips begin and that suitable procedures are ready to be followed and facilities will be available in the event of injury or illness while the trip is in progress. The school is not responsible for any medical expenses incurred by students, chaperones, or faculty sponsors.

Behavioral Policies

Prior to departure, all students and adults will be apprised of pertinent policies. School rules apply to student behavior during the duration of the trip. School rules include School Board Policies, individual school rules, and the Student Contract for Overnight Trips. In addition, laws of the country, countries or states being visited, and rules of the places being visited (i.e. museums, camps, etc.) must be obeyed. Disciplinary matters while on trips will be handled in a manner consistent with the way such matters are handled at school. Each chaperone, together with the faculty sponsor, is responsible for enforcing the rules.

Private Transportation

Private transporters may be used for transportation of students on trips provided the approved drivers have valid drivers' licenses and insurance in the amount of \$100,000 and \$300,000 bodily injury and \$50,000 property damage. Private transporters are required to fill out a form giving specifics regarding their vehicle and insurance information. The form and a copy of the drivers' licenses and insurance policies will be kept on file at the Principal's office at each school. The number of students being transported may not exceed the number of available seat belts in the private vehicle.

EVALUATION

Progress Report Rationale

The Progress Report is a device for maintaining on-going communication between the home and the school. It is not as formal as the report card, and serves as an interim indicator of a student's performance trends. It has proved helpful both in reversing declining performance early enough to preclude a lowered report card grade, and in advising the parents of improved performance early enough that the student has a maximum enjoyment of the positive reinforcement he/she has earned.

Progress Reports and Report Cards

Progress Reports for Grades 4-6 are issued four (4) times per year. Report Cards are issued for Grades R/1-6 four (4) times per year. The dates for 1994-1995 are as follows:

PROGRESS REPORTS	MARKS CLOSE	REPORT CARDS ISSUED
October 8	November 4	November 9
December 16	January 20	January 27
March 10	April 7	April 14
May 19	June 15	June 20

1. Reports will be sent whenever necessary and a standard form is used.

All report cards are reviewed by the Principal's Office prior to being sent home.

EARLY COMMUNICATION WITH PARENTS ABOUT THEIR CHILD IS A MUST.

Alternative Evaluation

No information currently available.

Parent Conferences

Teachers should not hesitate to enlist the aid of parents in helping to achieve better academic work or better control with a student.

Requests for parent conferences may be made by teachers or parents with a note sent home with the student, or by telephone. Teachers are encouraged to review student's cumulative folders prior to conference.

Conferences may take place during the teacher's unassigned period, before or after school.

Any information attained during an interview thought to be helpful toward a better understanding of the individual student should be forwarded to the Principal.

MEDIA CENTER

Mission

The mission of the library program is to ensure that students and staff are effective users of ideas and information. Library is not a special subject. It is an integral part of the instructional program of the school. Class visits to the library media center are to be scheduled to facilitate use at the point of need.

Media Center Policies

Open Access Policy/Flexible Scheduling

The library is open all day, every day for independent use by individual students and small groups. A flexible schedule is posted in the library. Classroom teachers and the media specialist

plan together to determine resources and information skills necessary to meet a curricular objective. Information skills instruction is scheduled for blocks of time determined by need.

Book Borrowing/Book Talks/Story Programs

The library program provides for the enjoyment and appreciation of literature through stories, book talks and special programs. All classes use the library media center periodically. Book talks and story programs are provided as part of the school curriculum.

PARENT SUPPORT

HPTA stands for The Harbor Charter School Parent/Teacher Association. We are the parent organization that provides parent awareness programs and child enrichment. We also help fund special educational projects that are not included in the school budget. We support these programs through fund raising events. We look forward to meeting and working with all of you to make this a special year.

The Harbor Charter School Volunteer Program

Welcome to The Harbor Charter School. What better way for parents to learn about the schools and their children's friends and teachers than to spend some time as a volunteer.

Within the school building, you can find tutors, library aides, general classroom aides, and those who help in specialty areas such as music, physical education, learning disabilities, and enrichment programs. The Hot Lunch Program is a large volunteer function. Beyond the walls of the buildings, volunteers are chaperones and field trip drivers. At-home projects including taping of stories and lessons, typing, construction of educational games and classroom aides, and correcting papers. There is a niche for everyone no matter how much spare time they may have, and no matter what their talents are.

The Harbor Science and Arts Charter School will pursue two options for providing food service to students in the school.

OPTION 1 - The Harbor Science and Arts Charter School would join the National School Lunch program that is administered by the New York State Department of Education to provide a breakfast and lunch for the students in the school. Breakfast would be served at 8:00 am and lunch scheduled between 11:30 and 12:30. The Charter School will contract with Boys Harbor to provide the food service for the students in the school.

OPTION 2 – The Harbor Science and Arts Charter School would contract with the New York City Board of Education to provide food service for the students.

One of the major factors in determining which service would be provided will be cost and food options available to the students. The question is which food service is cost effective and whose food will the students eat.

Students will always have the option to bring their own lunch.

21. HEALTH SERVICES

The Harbor Science and Arts Charter School will provide the following health services:

- Annually all students must present a completed physical examination by their physician. Students not having a primary care physician will be referred to Settlement Health Center a community health center that provides comprehensive health services and will provide a physician who will follow families.
- In case of a life threatening emergency it is the policy to call 911 who will take the child or adult to Mount Sinai or Metropolitan Hospital. In non life-threatening emergencies we call parents and ask parent to meet us in the Emergency Room. All parents in the Harbor sign a consent for the Harbor staff to authorize emergency treatment in life threatening situation and the parent can not be reached.
- Health Education will be part of the school curriculum. Staff will be trained by the New York Academy of Medicine, which provides training to the New York City Board of Education. The goal of the health education curriculum will be to encourage students and parent to develop habits that promote wellness and lifelong health through proper diet, exercise, no substance abuse, stress reduction, no smoking etc.
- Students becoming ill will be separated from the student body and placed in isolation in an office so that they can not infect the student body. The parent/s of the student will be called to take the student to see a physician. The Staff of the Harbor Science and Arts Charter School will not dispense medicine except as needed to maintain normal classroom functioning. In cases when medicines are dispensed, the parent must provide

written instructions from the students physician as well as provide written authorization to the Harbor Science and Arts Charter School to dispense the medicine to the student.

22. STUDENTS WITH DISABILITIES**Special Needs Students**

The Harbor Science and Arts Charter School will provide a Resource Room, Teacher Consultants and counseling services for children with the following Disabilities as defined by the DSM –IV criteria:

- Reading Disorder 315
- Mathematics Disorder 315.1
- Disorder of Written expression 315.2
- Learning Disorder Not Otherwise Specified 315.9
- Mixed Receptive-Expressive Language Disorder 315.31
- The Attention Deficit/Hyperactivity Disorders (combined 314.01; Predominantly Inattentive type, 314.00; Predominantly Hyperactive-Impulsive Type 314.01)
- Mild Conduct Disorders 312.8
- Oppositional Defiant Disorder 313.81
- Separation Anxiety Disorder 309.21

The Harbor Science and Arts Charter School**22. Students with Disabilities**

A Committee on Special Education will develop an IEP (Individualized Education Program) for a child with a disability.

The team will include:

- The parent of the child;
- The teacher of the child;

- A member of the Boys Harbor Clinic who is qualified to provide or supervise the provision of instruction designed to meet the unique needs of children with disabilities and who can interpret the instructional implications of evaluation results;
- A member of the Boys Harbor Literacy program who is knowledgeable about the general curriculum and is knowledgeable about the availability of resources;
- At the discretion of the parent or public agency, other individuals who have knowledge or special expertise regarding the child;
- If appropriate, the child.

The Harbor Charter School will ensure that the Committee on Special Education conducts a full and individual evaluation for each child suspected of having a disability to determine if the child has a disability and to determine his or her educational needs. If a child is determined to be a child with a disability, an IEP must be developed. Thereafter, the CSE must review each child's IEP at least annually and make any necessary revisions.

Evaluation Procedures:

The Harbor Charter School will ensure that:

- Test and other assessment tools are not culturally or racially biased and are administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
- A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child;
- Any standardized tests given to the child are validated for the specific purpose for which they are used and administered by trained personnel;

- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient
- Tests are selected and administered so as to best ensure that if a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure;
- No single procedure is used as the sole criterion for determining if the child has a disability or for determining an appropriate educational program for the child;
- The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;
- Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors;
- Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child, and;
- As part of an initial evaluation (if appropriate) and as part of any reevaluation, the CSE and other qualified professionals, as appropriate, review existing evaluation data on the child, including information from the parents and observations by teachers and related service providers, and identify what additional data, if any, are needed to evaluate the child. Tests and other evaluation materials must be administered as needed to produce any additional data found to be needed.

In the case of a reevaluation, if it is determined that no additional data is needed to determine whether the child continues to have a disability, the educational entity must notify the child's

parents of that determination and the reasons for it and of the parents' right to request an independent assessment to determine whether the child continues to have a disability.

B. Determination of Eligibility

1. Upon completing the administration of tests and other evaluation materials, the CSE and the child's parent must determine whether the child is a child with a disability. [*NOTE*: a child may not be determined to be disabled if the determinant factor for that determination is lack of instruction in reading or math, or limited English proficiency. Also, if there is a dispute between the CSE and the child's parent about the child's eligibility, such dispute may be resolved through mediation procedures or an impartial due process hearing.]
2. A copy of the evaluation report and the documentation of determination of eligibility will be provided to the parent.
3. If it is determined that a child has a disability, an IEP must be developed.

III. Additional Procedures for Evaluating Children with Specific Learning Disabilities

A. Additional CSE Members

The determination of whether a child has a specific learning disability must be made by the child's parent and a CSE which must include:

1. The child's regular teacher and;
2. At least one person qualified to conduct individual diagnostic examinations of children, such as the school psychologist, or the remedial reading teacher.

B. Criteria for Determining the Existence of a Specific Learning Disability

The CSE may determine that a child has a specific learning disability if:

1. The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (2), below, if provided with learning experiences appropriate for the child's age and ability levels; and
2. The CSE finds that the child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

Oral expression

Listening comprehension

Written expression

Basic reading skill

Reading comprehension

Mathematics calculation

Mathematics reasoning

The CSE may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of the following:

A visual, hearing or motor impairment;

Mental retardation;

Emotional disturbance; or

Environmental, cultural or economic disadvantage.

C. Observation

At least one CSE member other than the child's regular teacher must observe the child's academic performance in the regular classroom setting.

D. Written Report

The CSE's determination of eligibility must include a statement of:

1. Whether the child has a specific learning disability;
2. The basis for making the determination;
3. The relevant behavior noted during the observation of the child;
4. The relationship of that behavior to the child's academic functioning;
5. The educationally relevant medical findings, if any;
6. Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services;
7. The determination of the CSE concerning the effects of environmental, cultural or economic disadvantage.

IV. Individualized Education Program (IEP)

An IEP consists of two parts: the meeting where decisions are made about a program for the student, and the written statement containing decisions made at the meeting which constitutes the plan for serving the student. Essentially, the IEP establishes measurable annual goals for the child and specifies the special education and related services to be provided to the child.

A. IEP Meetings

1. An IEP meeting must be held within 30 days of a determination that a child needs special education and related services.
2. Steps should be taken to ensure that one or both of the child's parents are present at each IEP meeting.

B. Development, Review and Revision of an IEP

1. In developing, reviewing and revising each IEP, the CSE must consider:
 - the child's strengths;
 - the parents' concerns regarding enhancing their child's education;

the results of the initial or most recent evaluation of the child;

(in the case of a child whose behavior impedes his or her learning or others' learning) if

appropriate, strategies and supports to address the behavior;

(in the case of a child with a limited English proficiency) the language needs of the child as those needs relate to the child's IEP;

(in the case of a child who is blind or visually impaired) consider providing instruction in Braille and the use of Braille;

the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs; and

whether the child requires assistive technology devices and services.

2. If the CSE determines that a child needs a particular device or service (including intervention, accommodation or other program modification), the CSE must include a statement to that effect in the IEP.

C. Content of the IEP

The IEP for each child must include:

1. A statement of the child's present levels of educational performance;

2. A statement of measurable annual goals, including benchmarks and short-term objectives, related to meeting the child's needs that result from a disability to enable the child to be involved in and progress in the general curriculum and meeting each of the child's other educational needs that result from the disability;

3. A statement of the special education and related services and supplementary aids and services to be provided to the child and a statement of the program modifications or supports for school personnel that will be provided for the child;

4. An explanation of the extent, if any, to which the child will participate with nondisabled children in the regular class and extracurricular and other nonacademic activities;
5. A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment, or, if the CSE determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of why the assessment is not appropriate and how the child will be assessed;
6. The projected date for the beginning of the services and modifications described in paragraph (3) and the anticipated frequency, location and duration of those services and modifications;
7. A statement of how the child's progress toward established annual goals will be measured and how the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress toward annual goals;

Transition Services

8. For each student beginning at age 14 and younger if appropriate, and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's course of study (such as participation in advanced-placement courses or a vocational education program);
9. For each student beginning at age 16 and younger if appropriate, a statement of the interagency responsibilities or any needed linkages;
10. If the CSE determines that transition services are not needed in instruction, related services, community experiences or the development of employment and other post-school adult living

objectives, the IEP must include a statement to that effect as well as the basis for such a determination; and

Transfer of Rights

11. Beginning at least one year before a student reaches the age of majority, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the IDEA, if any, that will transfer to the student upon reaching the age of majority.

D. When IEP's Must Be in Effect

At the beginning of each school year an IEP for each child with a disability must be in effect. An IEP must be in effect before special education and related services are provided to the child and must be implemented as soon as possible following the IEP meeting held for the child.

V. Due Process Procedures for Parents and Children

A. Opportunity to Examine Records; Parent Participation in Meetings

1. Parents must be afforded the opportunity to inspect and review all education records and participate in all meetings relating to the identification, evaluation and educational placement of the child and the provision of a full, appropriate public education to the child.
2. Notice must be provided to the parents to ensure an opportunity to participate in such meetings. The notice must be provided early enough to ensure that they will have an opportunity to attend the meetings and must indicate the purpose, time and location of the meeting as well as who will be in attendance.
3. Parents must be involved in placement decisions regarding their child.

B. Independent Educational Evaluation

A parent has a right to obtain an independent educational evaluation. Information about where an independent educational evaluation may be obtained must be provided to the parent. A parent has the right to such an evaluation at public expense (either the educational entity pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent) if the parent disagrees with an evaluation obtained by the educational entity.

If a parent requests an independent educational evaluation at public expense, the educational entity must, without any unnecessary delay, either initiate an impartial due process hearing to show that its evaluation is appropriate or insure that such an evaluation is provided at public expense. If the educational entity opts to initiate an impartial hearing and demonstrates at such hearing that its evaluation is appropriate, the parent still has a right to an independent educational evaluation, but not at public expense. Any independent educational evaluations conducted at private expense, assuming the evaluation meets the educational entity's standards for its own evaluations, must be considered in any educational decisions made regarding the child.

C. Prior Notice

1. Written notice that meets the requirements of paragraph (D), below, must be given to parents at a reasonable time before the educational entity proposes to initiate or change the identification, evaluation or educational placement of the child, or refuses to initiate or change the same.

If such notice relates to an action that also requires parental consent under paragraph (G), below, the educational entity may give notice at the same time it requests parental consent.

D. Content of the Notice

The required notice must include:

1. A description of the action being proposed or refused;
2. An explanation of why the action is being proposed or refused;

3. A description of any other options that the educational entity considered and the reasons why those options were rejected;
4. A description of each evaluation procedure, test, record or report the educational entity used as a basis for the proposed or refused action;
5. A description of any other factors that are relevant to the proposal or refusal;
6. A statement that the child's parents have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
7. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
8. A statement informing the parents about the State complaint procedures including a description of how to file a complaint and the timeliness under those procedures.

E. Notice in Understandable Language

The required notice must be:

1. Written in language that is understandable to the general public; and
2. Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
3. If the native language or mode of communication is not a written language, the State Education Department or LEA must take steps to ensure that the notice is translated orally or by other means in the parents' native language or mode of communication, the parent understands the notice, and that there is written evidence that these requirements have been met.

F. Procedural Safeguards Notice

1. A copy of the procedural safeguards notice must be given to the parents, at a minimum:
Upon initial referral for evaluation;

Upon each notification of a CSE meeting;

Upon reevaluation of the child; and

Upon receipt of a request for an impartial due process hearing.

2. The procedural safeguards notice must include a full explanation of all the procedural safeguards available under the law relating to:

Independent educational evaluations;

Prior written notice;

Parental consent;

Access to educational records

Opportunity to present complaints;

The child's placement during pendency of due process proceedings;

Procedures for students who are subject to placement in an interim alternative educational setting;

Requirements for unilateral placement by parents of their child in private schools at public expense;

Mediation;

Due process hearings, including requirements for disclosure of evaluation results and recommendations;

State-level appeals;

Civil actions; and

Attorneys' fees.

G. Parental Consent

1. Parental consent must be obtained before:

Conducting an initial evaluation;

The initial provision of special education and related services in a program providing such services; and

Except as provided below, before conducting any new test as part of a reevaluation of a child.

2. If the parents refuse consent for the initial evaluation or a reevaluation, the educational entity may continue to pursue those evaluations by using the due process procedures for impartial hearings or mediation procedures if appropriate.
3. The educational entity is not required to obtain parental consent for a reevaluation if the agency can demonstrate that it has taken reasonable measures to obtain that consent, and the parent has failed to respond. (*See* 20 U.S.C. §1414(d)(1)(B)(I) and the implementing regulation for further detail regarding what constitutes "reasonable measures.")

H. Mediation

Mediation procedures must be established and implemented to resolve disputes relating to the identification, evaluation or educational placement of a child with a disability which, at a minimum, must be available whenever an impartial due process hearing (*see* paragraph (I)) or a hearing related to student discipline is requested. (For further detail regarding mediation requirements, *see* 20 U.S.C. §1415(e) and its corresponding regulations).

I. Impartial Due Process Hearing

A parent or a public agency may initiate a hearing on any matters relating to the identification, evaluation or educational placement of a child with a disability. (For further detail regarding hearing requirements and rights, *see* 20 U.S.C. §1415 and its corresponding regulations).

VI. Least Restrictive Environment

A. General

Each educational entity must ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

B. Continuum of Alternative Placements

Each educational entity must also ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

C. Placements

In determining the educational placement of a child with a disability, each educational entity must ensure that:

1. The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data and the placement options (*NOTE*: this group is often the CSE);
2. The child's placement is determined at least annually, is based on the child's IEP, and is as close as possible to the child's home;
3. Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled; and
4. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or the quality of services that he or she needs.

D. Nonacademic Settings

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals and recess periods, each educational entity must ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of the child.

- A statement for students age 14 and younger of the transitional service needs of students under the applicable components of the Students IEP that focuses on the student's course of study
- A statement of interagency responsibilities or any needed linkages
- The determination that no transitional services are needed and the basis of that determination
- Beginning at least one year before the student reaches the age of majority, the Student's IEP must include a statement that the student has been informed of his or her rights under Part B of the IDEA, if any that will transfer to the student upon reaching the age of majority

ATTACHMENT III-23**METHODS AND STRATEGIES FOR DEALING WITH STUDENTS AT RISK OF ACADEMIC FAILURE**

The Harbor has historically served populations at risk of academic failure and who are at-risk in general. The community served by the Harbor is predominantly a low-income minority community of which over 51% earn incomes less than 150% of the poverty level and only about 25% of the population has completed high school according to the 1990 census. The statistics have not improved in the past 9 years by all subsequent indices. The resources available to the Harbor Science and Arts Charter School include the following to assist the school deal with students at risk of academic failure.

Because many of the Harbor programs serve at-risk students, in particular students in the foster care system or students in a fragile family situation have priority in the New York City day care system, the Harbor Science and Arts Charter School will serve primarily at-risk students.

The Harbor Science and Arts Charter School has an extensive support systems to support these students through its linkage with Boys Harbor, specifically;

- The Harbor Science and Arts Charter School is linked to the Harbor After-School program so that the at-risk population served by the Harbor are involved in full-day full-year educational programs. The staff of the After-School program come to work at about noon so that they can join the classroom to provide specialized services or other support services. Similarly the After-School staff by participating in the life of the school provides continuity for the students from the school to the After-School. The curriculum of the After-School complements the school by also teaching to some of the New York State standards. The After-School is more relaxed but it provides a very

intensive academic environment. By providing a full-year, full-day educational program students will spend more time on academics.

- The Harbor Science and Arts Charter School has access to the Harbor reading center which is a resource to the school for staff to be trained in effective reading techniques as well as providing diagnostic and prescriptive reading programs for the students with learning disabilities.
- The Harbor Science and Arts Charter School has access to the Harbor Behavioral Health unit which provides mental health treatment and family counseling services to students with dysfunctional family situations. The clinic is a licensed mental health facility. In addition, the Behavioral Health unit provides substance abuse prevention and treatment services for students at risk. These services are non stigmatizing and available to all students in the school.

The Behavioral Health unit also works with disruptive students in the classroom and works with the student and teacher to reduce disruptive behavior. The Behavioral Health unit provides an alternative to suspension so that students who are extremely disruptive can be seen in the clinic to modify behavior rather than being suspended. It is the Harbor's policy not to expel students for behavioral reasons unless the student needs services beyond our clinical capacity such as residential treatment or special settings.

ATTACHMENT III – 24**OTHER TARGET STUDENTS – NONE****Educational Services for Students with Limited English Proficiency**

If one or more students attending a charter school have a limited English proficiency, federal law requires that the Harbor Charter School must provide such students with assistance that is sufficient to provide them with an equal educational opportunity. (See 20 U.S.C. §1703 and 42 U.S.C. §2000d.)

An individual has a limited English proficiency if he or she: (1) was not born in the United States or has a native language other than English; (2) comes from an environment where a language other than English is dominant; or (3) is an American Indian or Alaska native and comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency. (See 20 U.S.C. §3283).

The Harbor Charter School will work with the child to help him/her learn English in as supportive environment as possible. The overall approach can be classified as “structured immersion” as described below.

STRUCTURED IMMERSION PROGRAM

Under structured immersion, students are taught all subjects only in English, and thus are given concentrated full-day instruction in the desired language rather than for just a single period a day. "Structured immersion" is not a new concept. In fact, many English-speaking Americans are enrolled in structured immersion programs to learn foreign languages. The concept is simple: the more time a person is exposed to a language and is required to speak a language, the greater chance that the person will acquire literacy promptly.

SECTION IV

ACADEMIC STANDARDS AND

CURRICULUM

ATTACHMENT IV – 25

STUDENT ACHIEVEMENT STANDARDS

**The Boys Harbor Educational Philosophy
And Its Connection to the
Harbor Science and Arts Charter School**

Boys Harbor is a community whose goal is to provide a support system to help children grow intellectually, psychologically and physically into healthy, curious, and productive members of society.

The Harbor "Educational Philosophy" is not one particular educational philosophy. Rather, it starts by trying to understand the child as an individual and then to work with the child and the child's family to develop an individualized educational plan designed to yield a maximum. For example, some children require help developing a positive self image before they can flourish academically. In other cases, it is necessary to work with the needs of the entire family in order to effectively address the needs of the child.

Boys Harbor creates an intellectually stimulating environment that challenges children of all abilities. The child takes responsibility for learning. The teacher is viewed as an educational facilitator rather than a dispenser of information. This is a model that Boys Harbor has used successfully since its inception as a sleep-away summer camp for inner city boys over 60 years ago.

While this represents the overall goal of the Harbor, it is also clear that not all students are ready to be self-directed learners. Thus, for some students it is necessary to provide an environment that is highly structured by the teacher where students are encouraged to grapple with concepts and ideas that are very unfamiliar to them. In these situations the student may not be allowed as many

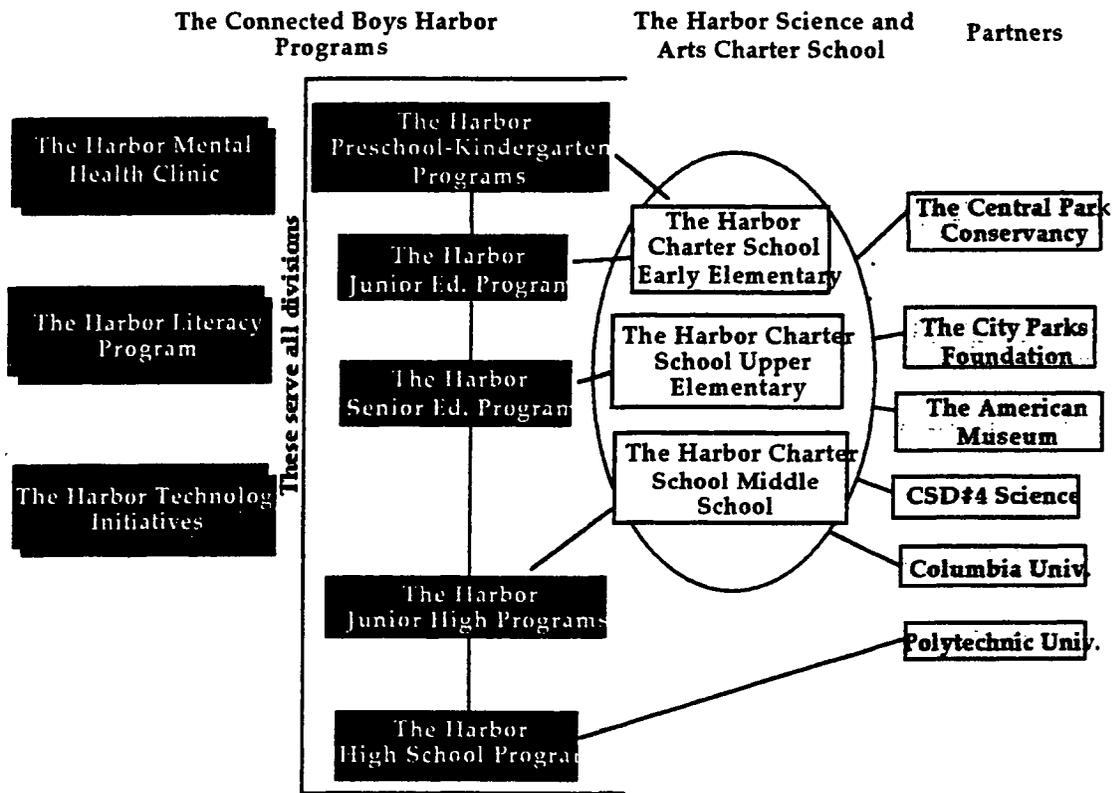
opportunities to make choices. However, the goal is to move these particular students along as quickly and possible so that they may soon become independent and effective learners.

The Harbor is also committed to helping the parents and teachers who work with Harbor children. Effective staff development and parent education are crucial to the development of the educational team.

A unique aspect of the Boys Harbor approach to education is the development of connections among the various programs at the Harbor. Children move from one program to another as they progress through the Harbor. In many cases, children participate in more than one program at any given time. For example, many children in The Harbor Charter School will participate in the Harbor after school programs, the sleep-away camp and the Conservatory for Performing Arts. In addition, staff also may work in a number of programs. The support staff in The Harbor Charter School are also teachers in the after school programs. The performing artists (dance, chorus, instruments) and the visual artists that work with the children in The Harbor Charter School are part of the Harbor Conservatory for the Performing Arts or are artists involved in the after school programs. The science specialists also work with the teachers in the after school programs to help them integrate science and technology into the after school classes. And, many of the Harbor staff work at the sleep-away camp.

The connections to the outside also cut across program boundaries. For example, children in The Harbor Charter School and in the Harbor Junior Education and Senior Education Programs participate in the ecological study of Central Park. This project is in conjunction with the Central Park Conservatory, schools in CSD#4, and the American Museum of Natural History.

Connections at Boys Harbor



The Harbor considers learning to be an ongoing process. Everyone starts out as a beginner when learning something new. The learner then progresses through an intermediate mastery stage and finally to an expert level of learning.

The beginning or emergent learner:

The beginning learner often needs to break the concept down into discrete, simple steps. The programs at the Harbor that emphasize the emergent stage of learning are the pre-school-kindergarten programs and the early elementary programs in The Harbor Charter School. In these programs the emphasis is on developing the framework for understanding reading, writing and mathematics. These programs also focus on giving children many experiences that will help them expand their understanding of the environment. Technology is an

essential component of this stage of learning. As children become more comfortable using the computer they will be able to use it as a more advanced tool as they get older. Pre-school through 2nd grade children use the computer for practice with letters and numbers, support for the reading program at The Harbor Charter School and as a tool for presentation of their work.

The intermediate learner:

The intermediate learner is able to handle more complex information but still has a need to know the total concept as separate concepts and ideas. This is the skills-development stage of learning. The programs that emphasize this stage of development are the later elementary grades in The Harbor Charter School (grades 3-5), the junior and senior education after school programs (grades 1 to 8) and many of the programs offered through the sleep-away camp in East Hampton. The technology support for this level includes tool software such as word processing, data base, telecommunications, spreadsheet and drawing programs. These tools facilitate the investigations and communication skills that the students emphasize in this program.

The advanced intermediate learner:

The advanced intermediate learner works on the integration of the skills with problem solving. This level is addressed primarily by the upper grades at The Harbor Charter School (6-8) as well as the senior education and high school programs (Upward Bound, Genesis, Wingz). Here students are involved in working on problems that reflect the adult world they will soon be entering. Technology supports this through programming software (particularly in the area of robotics and electronics investigations), advanced applications such as 3-D design, computer assisted design and video and photographic editing, and

simulation software such as astronomy, weather and physics simulations. In addition, the students work with technology in remote sensing and forecasting problems.

The expert learner:

The expert learner sees the concept as a whole. This learner no longer sees the idea as a series of steps but is able to see it as a problem to be solved. This is the goal of some of the advanced level projects that are done at the junior high and high school levels at the Harbor. Some examples of these projects include the pre-engineering programs that the Harbor has developed with Polytechnic University, the pre-medical program with Columbia, and various environmental studies projects with the Museum of Natural History, the Central Park Conservancy and other museums and research institutions in New York City.

The goal of the educational program at the Harbor is to help children and adults progress from the emergent stage of learning, through the intermediate stages to finally become experts.

LANGUAGE ARTS

DRAFT

HARBOR CHARTER SCHOOL

LEARNING STANDARDS AND STUDENT ASSESSMENT

Language Arts

	8 th Grade Exit Benchmarks Skills	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
Standard 1: Students will read, write, listen, and speak for information and understanding									
Listening & Reading: to acquire information and understanding through collecting data, facts and ideas; discovering relationships, concepts and generalizations; and using knowledge from oral, written and electronic sources	<p>Interprets and analyze information from textbooks, nonfiction books for young adults, audio and media presentations, oral interviews, graphs, charts, diagrams and electronic bases intended for general audience.</p> <p>General understanding of material presented in general communication technologies</p> <p>Able to formulate questions, utilize a variety of reference materials</p>	<p>Develops ability to use resource information for specific purposes</p> <p>Uses structural elements to convey meaning</p> <p>Uses the dictionary, thesaurus and related resources to prepare copy correctly in terms of spelling, punctuation, usage and vocabulary</p> <p>Formulates and uses appropriate questions to elicit information</p> <p>Applies structural and contextual clues</p>	<p>Evaluates information from a variety of sources including literature, media, technology.</p> <p>Translates text through multisensory, multimedia approaches.</p> <p>Identifies and analyzes various modes of discourse.</p> <p>Plans and sequences steps for completion of writing pieces.</p> <p>Writes paragraphs that demonstrate orderly and unified presentation of thought</p>	<p>Develops comprehension strategies and critical thinking abilities in order to extract meanings from oral, written and electronic sources.</p> <p>Develops ability to select appropriate references for types of information needed.</p> <p>Learns how to interpret technical abbreviations, symbols, and formula used in content area materials.</p>	<p>Gathers and interprets information from children's reference books, textbooks, internet material, presentations, oral interviews, charts, graphs, maps and diagrams.</p> <p>Selects information appropriate to the purpose of their investigation and relates ideas from one text to another</p> <p>Selects and use strategies that have been taught for note taking, organizing and</p>	<p>Reads and listens for specific information</p> <p>Interrogates data which is read or listened to</p> <p>Develops ability to follow directions by being aware of the details given.</p>	<p>Continues to develop comprehension strategies and critical thinking abilities in order to extract meanings from oral, written and electronic sources.</p> <p>Finds significant details and express them in own words</p> <p>Begins to understand cause and effect relationships</p> <p>Develops ability to select logical information that</p>	<p>Develops Comprehension strategies and critical thinking abilities in order to extract meaning from oral, written and electronic sources.</p> <p>Describes objects, people, situations</p> <p>Classifies information</p> <p>Makes associations</p> <p>Develops understanding of details</p> <p>Predicts outcomes</p>	<p>Develops awareness of main event.</p> <p>Develops ability to determine sequence</p> <p>Identifies beginning, middle, end of story structure</p> <p>Develops and refines visual perception, discrimination, and memory skills</p> <p>Develops phonemic awareness skills.</p>

	<p>to seek, understand and evaluate and analyze information.</p> <p>Respond to and analyzes material from visual and performing arts</p> <p>Compares and synthesizes information from different sources</p> <p>Uses a wide variety of strategies for selecting, organizing and categorizing information</p> <p>Relates new information to prior knowledge and experience</p> <p>Understands and uses text features that make information accessible and usable such as format, sequence, level of diction and relevance of detail.</p>	<p>to unfamiliar words, including content words, and foreign phrases.</p>	<p>Uses literature to discuss self and society.</p> <p>Reads a range of genres to construct meaning and develop aesthetic response.</p>	<p>Develops the ability to note the order and relative importance of a series of events as they lead to a solution of a problem.</p> <p>Identifies purpose and viewpoint in spoken language.</p> <p>Uses combination of contextual analysis and structural analysis to develop specific content area vocabulary for listening and reading.</p>	<p>categorizing</p> <p>Asks specific questions to clarify and extend meaning</p> <p>Makes appropriate and effective use of strategies to construct meaning from print such as prior knowledge about a subject, structural and context clues and an understanding of letter-sound relationships to decode difficult words</p> <p>Supports inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns</p>		<p>supports outcome of events</p>	<p>Determines sequence</p>	
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>									
<p>Listening and</p>	<p>Read, and views</p>	<p>Distinguishes</p>	<p>Develops awareness</p>	<p>Continues to</p>	<p>Reads a variety of</p>	<p>Develops an</p>	<p>Continues to</p>		<p>Begins to</p>

<p>reading for literary response involving comprehending, interpreting and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.</p>	<p>texts and participates in performances from a wide range of authors, subjects and genres.</p> <p>Understands and identify the distinguishing features of the major genres and use them to aid and enrich interpretation and discussion of literature</p> <p>Identifies significant literary elements including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax and use those elements to interpret the work</p> <p>Recognizes different levels of meaning</p> <p>Reads aloud with expression, conveying the meaning and mood of a work</p> <p>Evaluates literary merit based on an understanding of the genre and the literary elements.</p>	<p>between the use of literal and figurative language in a variety of sources including the visual and performing arts.</p> <p>Analyzes how form and technique enhance the meaning and tone of different types of literature.</p> <p>Analyzes the quality of literature they read, listen to and watch.</p>	<p>of how literary forms may be interpreted at different levels.</p> <p>Identifies characteristics of poems, plays, novels, essays, short stories and biographies, as well as movies, videos paintings, sculptures, posters, other graphic arts.</p> <p>Uses literature to discuss self and society</p> <p>Reads a range of genres to construct meaning and develop aesthetic response.</p>	<p>develop an appreciation for literature</p> <p>Differentiates various types of literature</p> <p>Determines how an author's selection of genre affects meaning</p> <p>Identifies characteristics of poems, plays, essays, novels</p> <p>Understand the relationship between self and society through literary genres</p> <p>Identifies conflict in literature</p> <p>Analyses how conflicts in literature are based on real-life experiences</p> <p>Develops the ability to translate written text through multisensory approaches (visual, graphic, dramatic)</p> <p>Interprets text through visual, graphic, dramatic performance projects.</p>	<p>literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and non-fiction intended for young readers.</p> <p>Recognizes some features that distinguish the genres and use those features to aid comprehension</p> <p>Understands the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives</p> <p>Uses inference and deduction to understand the text</p> <p>Reads aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning</p>	<p>understanding of literature through spoken language</p> <p>Asks questions about the text</p> <p>Identifies how information is presented by different forms of media.</p> <p>Identifies elements of narrative text: character, plot, setting, mood, author's point of view</p>	<p>develop an appreciation for literature.</p> <p>Recognizes humorous elements</p> <p>Understands poetry</p> <p>Continue to develop appropriate reading/listening behaviors</p> <p>Relates literature to prior knowledge</p> <p>Visualizes story events</p> <p>Predicts story events</p> <p>Enjoys reading to others</p> <p>Listens and responds to oral reading and writing</p>	<p>Listens to a variety of literature of different genres</p> <p>Recognizes and appreciate literary forms</p> <p>Responds to literature through a variety of media</p> <p>Develops positive attitudes toward literature</p> <p>Develops good listening strategies</p> <p>Listens with interest</p> <p>Develops comprehension skills through literary experiences</p> <p>Recognizes and appreciate characters' emotions</p> <p>Retells stories</p> <p>Creates new endings for stories</p>	<p>understand story content, recall details, predict outcomes</p> <p>Develops understanding of cause and effect</p> <p>Develops ability to recognize story settings</p> <p>Creates sensory images while listening to stories, poetry and music.</p>
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					Evaluates literary merit				
Standard 3: Students will read, write, listen and speak for critical analysis and evaluation									
Listening and Reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluation based on different sets of criteria.	<p>Analyzes, interpret and evaluate information, ideas, organization and language from academic and nonacademic texts such as textbooks, public documents, book and movie reviews, and editorials.</p> <p>Assesses the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness and understanding of the game to evaluate a sports editorial).</p> <p>Understands that within any group there are many different points of view depending on the particular</p>	<p>Analyzes and evaluates author's purpose and viewpoint.</p> <p>Recognizes qualitative differences in research sources.</p> <p>Locates, selects, records and evaluates appropriate materials for research purposes.</p> <p>Assesses, interprets and evaluates print and non-print sources in a variety of formats.</p>	<p>Develops appreciation of authenticating data by obtaining information from a variety of sources.</p> <p>Evaluates, selects, records and organizes appropriate materials for research purposes.</p> <p>Formulates appropriate questions to gain different types of information.</p> <p>Uses problem exploration strategies.</p>	<p>Continues to develop critical reading and thinking skills</p> <p>Analyzes and evaluates an author's purpose and point of view</p> <p>Develops understanding of the use of propaganda</p> <p>Draw conclusions</p> <p>Evaluates a variety of literary genres for validity and accuracy</p> <p>Uses inductive and deductive reasoning to draw conclusions.</p> <p>Evaluates a variety of literary genres for validity and accuracy</p> <p>Recognize ways in which electronic media affects society</p> <p>Locates stores,</p>	<p>Read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor.</p> <p>Make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement.</p> <p>Recognize that the criteria that one uses to analyze anything depends on one's point of view and purpose</p>	<p>Identifies how personal preference and choice of language influences a presentation</p> <p>Identifies how information is presented by different forms of media</p> <p>Identifies different versions of a story based on ethnic and cultural variants.</p>	<p>Becomes aware of the importance of supporting details for observations and drawing conclusions</p> <p>Develops ability to select logical information that supports outcome of events.</p> <p>Continue to use computer software to reinforce reading and listening activities</p> <p>Listens to and reads multiple sources for information and references</p> <p>Becomes aware of the importance of the order of events in cause-effect relationships.</p>	<p>Understands relationships</p> <p>Begins to observe critically</p> <p>Develops ability to explain actions and behaviors based on events.</p> <p>Bases possible outcomes on observations</p> <p>Checks predictions by reading and discussion</p> <p>Uses computer software to reinforce reading and listening activities</p>	<p>Begins to identify stories that are real or make believe.</p> <p>Clarifies concepts through listening.</p> <p>Uses picture clues to construct meaning</p> <p>Identifies and interprets illustrations.</p>

	<p>interests and values of the individual, and recognize those differences in perspective in texts and presentations (e.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result)</p> <p>Evaluates their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches.</p>			<p>records and organizes information</p> <p>Evaluates the usefulness of electronic media for providing information.</p> <p>Identifies and use various modes of discourse: narrative, persuasive, descriptive and expository</p>	<p>for the analysis.</p> <p>Evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully.</p>				
<p>Standard 4 Listening & Speaking in informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt</p>	<p>Listens attentively to others and build on others' ideas in conversations with peers and adults.</p> <p>Expresses ideas and concerns</p>	<p>Identifies effective listening strategies to analyze and evaluate oral presentations.</p> <p>Listens to a variety of genres, linguistic</p>	<p>Reads and views works of the same genre from different cultures and literary periods.</p>	<p>Responds to words and expressions from other</p> <p>Continues to identify and languages</p>	<p>Listens attentively and recognize when it is appropriate for them to seek.</p> <p>Takes turns speaking and</p>	<p>Develops skills in purposeful listening, and listening for different purposes.</p> <p>Becomes aware of plot, of character</p>	<p>Develops positive attitudes for listening</p> <p>Listens to speaker with sustained attention and to</p>	<p>Develops ability to engage in small group discussions, listen to stories, songs and folktales from different cultures.</p>	<p>Develops positive listening behaviors and attitudes</p> <p>Develops ability to tell a</p>

<p>presentations to different audiences, and to reflect on how talk varies in different situations.</p>	<p>clearly and respectfully in conversations and group discussions</p> <p>Learns some words and expressions in another language to communicate with peer or adult who speaks that language.</p> <p>Uses verbal and nonverbal skills to improve communication with others.</p>	<p>styles, and forms to further develop appreciation of cultural diversity.</p> <p>Uses appropriate structure and style of presentation to affect audience response.</p> <p>Identifies the contributions of different cultures to our literary heritage.</p> <p>Develops awareness of the power of language to shape ideas and belief systems.</p>	<p>Awareness of how nonverbal language affects meaning.</p>	<p>responding to others' ideas in conversations on familiar topics.</p> <p>Recognizes the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.</p> <p>Becomes familiar and interprets ethnic and cultural variants of stories, poems performances</p> <p>Listens for words and expressions in other languages heard in different media presentations</p>	<p>development of distinctive literary forms</p> <p>Increases ability to build mental images to visualize people, to predict outcomes, to recognize and respond to emotional tone.</p> <p>Develops awareness of cultural and ethnic features in stories, films, and software performances</p> <p>Uses age appropriate vocabulary and syntax for reading, writing, speaking</p>	<p>recall the facts given</p> <p>Recognizes similarities of incidents and characters from different stories he has heard</p> <p>Develops ability to engage in small group discussions</p> <p>Listens to stories, songs, and folktales from different cultures</p>	<p>story based on a picture</p> <p>Develops understanding that discussion can lead to a sharing of ideas</p> <p>Listens to a story, recalls details and expresses them orally.</p>
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MATH/SCIENCE/TECHNOLOGY

THE HARBOR SCIENCE AND ARTS CHARTER SCHOOL
LEARNING STANDARDS AND STUDENT ASSESSMENT
Mathematics, Science and Technology

	8th Grade exit Benchmarks	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd. Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
Standard 1 Analysis, Inquiry and Design									
Mathematical Analysis									
<p>Abstraction and symbolic representation are used to communicate mathematically</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> <p>Use mathematical symbols and notation to describe and compare quantities</p> </div>	<p>Extend mathematical notation and symbolism to include variables and algebraic expressions in order to describe and compare quantities and express mathematical relationships</p>	<ul style="list-style-type: none"> • use algebraic expressions to translate verbal phrases and express patterns. • make predictions and draw conclusions based on data. • develop and apply a variety of strategies for solving problems, and verify and interpret results. • explain that experimental values of probability get closer to theoretical values as more data are collected. 	<p>Is able to order positive and negative numbers; use equivalent fractions, mixed numbers; improper fractions; exponential and decimal numbers between 0 and 1; scientific and standard notation; ratios for modes and maps; percents and degrees for sectors of circle graphs; rename improper fractions as mixed or whole numbers; rates; ratios; random numbers; place values for whole numbers and fractions; opposite of a number; prime and composite numbers; square roots.</p>	<p>Is able to represent whole numbers with rectangular arrays; even and odd numbers; prime and composite numbers; square numbers; place value to hundred millions; compare millions, billions, trillions; fractions - compare, rename as decimals, mixed numbers; percent as ratio; rate as comparison; American Tour.</p>	<p>Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environments. Is able to use numbers (counts, measures, locations, ratios); whole numbers to millions; decimals and fraction meanings; rename fractions as decimals; rates; whole numbers beyond millions; place value and decimals; Maya place value system.</p>	<p>Count forward and backward by 1's, 2's, 3's, 5's, and 10's; write dictated numbers; value of mixed coins; number line count to find missing numbers; fractions using pattern blocks; place values of very large numbers; fractions; places on the number line; rename metric measures; percent as per 100; estimate numbers; weight and capacity as decimals; ancient Egyptian number system.</p>	<p>Is able to use the number line; count beyond 1000; order numbers from least to greatest; fractions as equal parts of the whole; base 10 blocks; zero as a place holder; read and compare numbers to 999; sequence numbers; use money; rename 2 and 3 digit numbers using base 10 blocks; yearly notation; capacity of common containers; count by 2's, 5's, 10's; negative number counts; count 2 and 3 digit numbers by 2's, 5's and 10's; introduction to percents.</p>	<p>Is able to use the number line from 0 to 180; count by 1, 2, 5 and 10's; Paper folding fractions; read and write 2-digit and 3-digit numbers; count by 10's forward and backward; use money (decimal notation); place values using a number grid; equivalent names for numbers and fractions.</p>	<p>Is able to count forward and backward from 0-10; Identify small numbers without counting; count into the teens; counting on and interrupted counts; skip counts by 10's and 2's; calculator introduction; count 100 objects; tally counts; backward counting on and interrupted counts.</p>

		<ul style="list-style-type: none"> • discuss the appropriateness of a sample in evaluating the implications of statistical information. • apply key concepts associated with plane and solid geometric figures. • generalize procedures and explain the meanings of all operations by making connections to quantitative situations. • explain the relationships among the lengths of sides of similar triangles. • explain that all measurements are approximations to a specific degree of accuracy. 							
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<p style="text-align: center;">Deductive and Inductive Reasoning</p> <p>Deductive and inductive reasoning are used to reach mathematical conclusions</p>	<p>Use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena</p>	<ul style="list-style-type: none"> begin to use the formal language of logic (e.g., if then, only if, sometimes, never) in arguments. 	<ul style="list-style-type: none"> Variables in generalizations ($n/n = 1$ when n is not 0); Write number sentences to solve problems; variables in formulas; substitution and evaluation of formulas; spreadsheets; solve open sentences; number models for ratio number stories; number sentences: relation, operation and grouping symbols; pan balance problems; equivalent equation method of solving equations; rewrite expressions using the distributive property; simplify and solve equations; solve equations by trial and error, approximate solutions; write algebraic expressions for word problems. 	<ul style="list-style-type: none"> sieve of Eratosthenes; number pattern with dot figures; American tour (trends -analysis of data); are number sequences true or false; parentheses to make number sentences; number stories to expressions; rectangle method to find area of non rectangular figures; number models with positive and negative values; relationship between perimeter and area; pan-balance equations; substitute a value for a variable; number models for fraction multiplications. 	<p>Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions. Missing addends; equivalent number phrases; counting embedded triangles, squares, rectangles; missing factors; missing number in number sentences; missing factors with fraction of a number; develop and use formulas for the areas of rectangles, etc.</p>	<ul style="list-style-type: none"> Fill in empty cells of number grids; use a number grid to find differences between pairs of numbers; frames and arrows with a variety of rules; equivalencies among units of time; patterns in length of sides of rectangles; pattern in products when multiplying; relationship of multiplication and division; solve for missing numbers; classify shapes according to one to four attributes. 	<ul style="list-style-type: none"> Number grid patterns; frames and arrows number sequence routines; frames and arrows with two rules; frames and arrows including negative numbers; number patterns - what comes next; strategies for equal sharing of monetary amounts; what's my rule; solve two-step money problems. 	<p>Number sequences and mazes and dot to dot; one more, one less patterns; leaves project - sort by attribute; patterns are part of our world; odd and even number patterns, number sequences with frames and arrows routines.</p>	<p>Tell number stories; number stories with calculators; equivalent numbers are "number families"; use symbols +, -, and = to tell stories; find missing addends with craft sticks; identify a number using addition and subtraction clues; measure, collect and record data.</p>
<p style="text-align: center;">Real World Problems</p> <p>Critical thinking skills are used in the solution of mathematical problems</p>	<p>Apply mathematical knowledge to solve real-world problems and problems that arise from investigation of mathematical ideas, using representations such as pictures, charts and tables.</p>	<ul style="list-style-type: none"> formulate and investigate hypotheses about the world around them, utilizing mathematical and scientific concepts. generate ideas, test them, and communicate the results, using the languages of mathematics, science, and technology. 	<ul style="list-style-type: none"> use ratios to solve real-world problems. derive informally, and use formulas in measurement activities. interpret expressions and equations involving variables and use them to describe functions. 	<ul style="list-style-type: none"> use inquiry skills to extend their knowledge of the related nature of mathematics, science, and technology in the world around them. 	<p>Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.</p>	<ul style="list-style-type: none"> search for answers, while discovering the real-world relationship among mathematics, science, and technology. recognize and discover that multiple strategies and solutions to problems exist in the world around them. 	<ul style="list-style-type: none"> explain the importance of mathematics, science, and technology in their daily lives. observe and discover strategies for exploring problem situations from their environment. use concrete materials to demonstrate a real-world understanding of mathematical ideas 	<p>Collect data (temperature, pH, water clarity) from the Harlem Meer and monitor the environmental health of the water body; collect and record weather data and make weather predictions.</p>	<p>Collect data about the classroom and home; conduct surveys and create bar graphs and tally graphs.</p>

<p>1. The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. Formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Formulate Questions</div>	<p>Construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena. Represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others. Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.</p>	<ul style="list-style-type: none"> • explain the dynamics of physical systems (e.g., pendulums, kinetic and potential energy). • observe and describe the effects of electromagnetic forces on an object. • investigate the behavior of sound, light, electricity, and magnetism and how they are related. • develop experiments to demonstrate the effect of friction on the motion of objects. • apply the principles of conservation of mass and energy to physical and chemical changes. 	<p>Students will</p> <ul style="list-style-type: none"> • work independently and cooperatively to observe patterns, test possible solutions, make predictions, and communicate their experiences in a variety of ways. • develop a plan to improve the environment. • construct physical and mental models to demonstrate and explain scientific processes and concepts, such as heating and cooling, metals and non-metals, atoms and molecules, acids and bases, and other common substances. • recognize and propose explanations of cause and effect relationships. 	<p>Develop investigations that utilize simple machines, electronic devices and robots;</p> <ul style="list-style-type: none"> • conduct scientific investigations that focus on relationships between scientific and mathematical concepts. • describe examples of natural phenomena and explain their consequences (e.g., static electricity, lightning, earthquakes). • discuss the causes and results of the weather cycle as it has an impact on the Earth. • discuss how forms of energy (e.g., electricity, light, sound) affect daily life. • demonstrate the relationships between forms of energy. 	<p>Seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors and scientists. Investigate weather phenomena using data on temperature, barometric pressure, precipitation, cloud cover and wind direction, make predictions based upon these observations; use the computer to archive data collected and later to analyze the information.</p> <ul style="list-style-type: none"> • pose questions and search for answers, while investigating the related nature of mathematics, science, and technology in the world around them. • work independently and cooperatively to solve problems, using a variety of inquiry skills including observing patterns, predicting and testing solutions. • communicate their experiences and observations in a variety of ways. • demonstrate an understanding of the life cycles of organisms (e.g., beans, butterflies, mealworms, frogs). • demonstrate an understanding of the properties of non-living things. 	<ul style="list-style-type: none"> • observe, describe, and classify animals and plants by their physical characteristics. • conduct simple experiments to explore electrical energy (e.g., sources, conductors, and simple circuits) • investigate the characteristics of vertebrates and invertebrates. • begin to investigate the effects of the interrelationships among the sun, the earth, and the moon (e.g., tides, eclipses, seasons). • begin to describe natural events, using the languages of mathematics and science. 	<p>Investigate water as a theme; life cycles of plants and animals; birth/growth; seasons; magnetism; motion. Develop a science presentation that involves an investigation developed by the class.</p> <ul style="list-style-type: none"> • observe and describe patterns of change in living organisms and the physical world (e.g., weather, seasons, land forms). • sort and group objects according to physical properties (e.g., size, shape, texture, color). • observe and describe the effects of energy on matter (e.g., the sun warms the land, air, and water). • observe and describe the effects of gravity and magnetism on objects. 	<p>Investigate sink and float (make predictions about materials); sun/shadows; day/night; organisms in the Central Park Meer (birds, fish, turtles, mammals); collect data on habitats of mammals and birds; collect weather data (temperature, barometric pressure, precipitation, cloud cover); collect data on trees and tree leaves..</p>	<p>Make observations and predictions about natural events (temperature versus need for coat, ice on pond, snow versus rain, etc); classify objects according to color, shape, texture; compare live/nonlive, plant/animal; record discussion at sand table and stream tables.</p>
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			<ul style="list-style-type: none"> • demonstrate an understanding of the historical development of modern theories of matter and energy. • show an understanding of systems of matter and energy and how they interact. 	<ul style="list-style-type: none"> • compare and contrast chemical and physical changes. • describe a variety of systems that exist in the world (e.g., the solar system, the water cycle, food chains and webs). 	<ul style="list-style-type: none"> • recognize hazardous environmental situations and take appropriate action. • investigate how simple and compound machines make work easier. • demonstrate an understanding of the relationships between friction and movement. 	<ul style="list-style-type: none"> • demonstrate an understanding of the life cycles of organisms (e.g., beans, butterflies, mealworms, frogs). • understand the need for conservation of natural resources. 	<ul style="list-style-type: none"> • distinguish between living and non-living things. • explain how certain animal and plant parts enable animals and plants to survive in their environment (e.g., variation in beaks, feet, bones, leaves, shells). • observe and describe differences between animals and plants (e.g., structure and function, life cycle). 		
			<ul style="list-style-type: none"> • explain the properties of simple and compound machines. • demonstrate the ability to use a variety of methods to show the relationships among work, force, and distance. • observe and describe properties of materials (e.g., density, conductivity, and solubility). 	<ul style="list-style-type: none"> • understand how environmental conditions affect the population of plants and animals in a specific area (water pollution, overpopulation, reduction of habitat). • demonstrate an understanding of the life cycles of organisms (e.g., beans, butterflies, mealworms, frogs). 	<ul style="list-style-type: none"> • understand how the Earth's physical characteristics change over time due to natural processes (e.g., erosion by wind, water, extreme temperature changes, earthquakes). • understand the need for conservation of natural resources. <p>Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.</p>		<ul style="list-style-type: none"> • begin to gain an understanding of the interdependency of animals and plants. • understand that a variety of systems exist in the world (e.g., the water cycle, food chains and webs). • demonstrate a respect for life on the Earth (e.g., humane treatment of animals). 		

				<ul style="list-style-type: none"> • continue to explore properties of electrical energy by designing models (e.g., series and parallel circuits, electromagnets). • understand the need for conservation of natural resources. 			<ul style="list-style-type: none"> • begin to associate human body parts with the functions they perform. • begin to use the senses to investigate the world. • begin to use the senses to distinguish between safe and unsafe environments. • observe and describe the properties of matter (e.g., water, rocks, air). • explain ways by which people stay healthy (e.g., proper hygiene, diet exercise). • begin to investigate why we must protect the environment. 		
<p>2. Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity</p>	<p>Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments. Carry out their research proposals, recording observations and measurements (e.g., lab notes, audio tape, computer disk, video tape) to help assess the explanation.</p>	<ul style="list-style-type: none"> • pose questions and propose reasonable answers in mathematical and scientific terms, using the tools of technology. 	<ul style="list-style-type: none"> • communicate their experiences and observations in a variety of ways. • work independently and cooperatively to solve scientific problems, using a variety of inquiry skills including observing patterns, predicting, and testing solutions. 	<p>Develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate. Share their research plans with others and revise them based on their suggestions. Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities (e.g., length, mass, volume, temperature, and time).</p> <ul style="list-style-type: none"> • solve scientific problems, using a variety of inquiry skills that demonstrate an understanding of the experimental nature of science. • observe and describe the effects of energy on matter (e.g., the sun warms the land, and, and water). • understand that a variety of systems exist in the world (e.g., the water cycle, the solar system). 		<ul style="list-style-type: none"> • investigate and demonstrate knowledge of the states of matter. • begin to observe and investigate properties of rocks. • work cooperatively to solve scientific problems, using a variety of inquiry skills including observing patterns, predicting, and testing solutions. 	<ul style="list-style-type: none"> • begin to develop measurement skills using nonstandard and standard units (e.g., feet, pennies, rulers, measuring cups). • begin to work independently and cooperatively to communicate their experiences and observations. 		

<p>3. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.</p> <div data-bbox="112 244 157 426" style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Interpret Data</div>	<p>Design charts, tables, graphs and other representations of observations in conventional and relative ways to help them address their research question or hypothesis.</p> <p>Interpret the organized data to answer the research question or hypothesis and to gain insight into the problems.</p> <p>Modify their personal understanding of phenomena based on evaluation of their hypothesis.</p>		<ul style="list-style-type: none"> • acquire data from a variety of sources (e.g., weather stations, computer labs, and library reference systems). • demonstrate the ability to properly use laboratory equipment (e.g., graduated cylinder, balance, thermometer, metering devices). 	<ul style="list-style-type: none"> • demonstrate the ability to use measuring tools (e.g., thermometers, balance, anemometer) to explore mathematical and scientific concepts. • demonstrate the ability to construct graphs, collect and interpret data, and keep records. 	<p>Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.</p> <p>Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.</p> <p>Share their findings with others and actively seek their interpretations and ideas.</p> <p>Adjust their explanations and understandings of objects and events based on their findings and new ideas.</p> <ul style="list-style-type: none"> • demonstrate the ability to use measuring tools (e.g., thermometers, balance, spring scales) to explore mathematical and scientific concepts. • demonstrate the ability to construct graphs, collect and interpret data, and keep records. 	<ul style="list-style-type: none"> • demonstrate the ability to use measuring tools (e.g., thermometers, balance, etc.) to explore mathematical and scientific concepts. • demonstrate the ability to construct graphs, collect and interpret data, and keep records. 	<ul style="list-style-type: none"> • collect, organize, and describe data from the world around them. 		
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Standard 2 Information Systems									
Information Systems									

<p>1. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning</p> <p>Use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations.</p>	<p>Use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic data bases and on-line telecommunication services. Systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals. Collect data from probes to measure events and phenomena. Use simple modeling programs to make predictions.</p>	<ul style="list-style-type: none"> • recognize the various roles they have to play in society. (Personal Development and Resource management) • recognize that learning is a continuous process that occurs during and after the school day. (Personal Development and Resource Management) 	<p>Students will</p> <ul style="list-style-type: none"> • identify, categorize, and group occupations in the world of work; and understand the evolving nature of the workplace and the need to continually upgrade their skills. (Career Awareness and Development) • be aware of the benefits, rights, and responsibilities that accrue from holding a job. (Career Awareness and Development) • begin to understand the concept of quality as it relates to the development of hands - on skills and the final product, and be able to break down projects and assignments into component tasks. (Technical Skills and Knowledge) • understand their role and responsibility in an organizational structure to reach organization objectives including an understanding of employer-employee relationships; and developing respect for cultural diversity and for the viewpoints of others. (Communications) 	<p>Students will</p> <ul style="list-style-type: none"> • be aware that success in any occupation depends on initiative, performance abilities, and educational preparation. (Career Awareness and Development) • continue to use a variety of tools and equipment including, but not limited to, computers to accomplish increasingly difficult tasks and solve problems. (Technical Skills and Knowledge) • recognize that although there are basic differences in ideas, skills, and abilities, interpersonal relationships can be formed. (Interpersonal) • prioritize their own goals, based on a foundation of knowledge of economic planning, career rewards, and desired lifestyle. (Personal Development and Resource Management) 	<p>Use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures and sound. Telecommunicate a message to a distant location with teacher help. Access needed information from printed media, electronic data bases, and community resources. Students will</p> <ul style="list-style-type: none"> • become aware that their selection of a career area will be influenced by their own prior learning, aptitudes, and interests, and the social and economic needs of society. (Career Awareness and Development) • be aware of and use a variety of tools and equipment including computers to accomplish an appropriate task. (Technical Skills and Knowledge) • recognize and accept the role of authority. (Interpersonal) • demonstrate a knowledge of their own goals, an ability to prioritize school subjects, and an understanding that personal outcomes are realized through goal-directed activities. (Personal Development and Resource Management) • recognize a relationship among careers, lifestyles, and economic security. (Personal Development and Resource Management) 	<ul style="list-style-type: none"> • be aware of their interests and strengths, and their relationship to task performance and career goals. (Career Awareness and development) • begin developing appropriate communication skills, safety and maintenance routines, and applied skills appropriate for their age and maturity. (Technical Skills and Knowledge) • experience self-growth by recognizing positive traits of others, by observation and through group experiences. (Interpersonal) • explain how to set current and/or long-range personal goals. (Personal Development and Resource Management) • be aware of the concepts of buying, selling, saving, and borrowing. (Personal Development and Resource management) 	<p>Students will develop a familiarity with the computer-turn it on/off, safely open and save files; use CD ROM resources. Students will communicate the results of their studies to others via the Internet and email. Students will create graphs of data using spreadsheet graphing capabilities.</p> <ul style="list-style-type: none"> • become aware of different occupations, their relationships to learning experiences in and out of school, and will understand why people work. (Career Awareness and development) • understand that skills and practice are needed to use basic tools, know properties of certain materials, and use equipment safely. (Technical Skills and Knowledge) • understand the role of being an effective and functioning group member, the importance of task completion, and will learn to respect the rights of others, their feelings, and their differences. (Interpersonal) 	<p>Students will develop a familiarity with the computer-turn it on/off, safely open and save files; use CD ROM resources. Students will communicate the results of their studies to others via the Internet and email. Students will create graphs of data using spreadsheet graphing capabilities. Students will develop typing readiness skills (keyboard arrangement, two finger typing).</p>	<p>Students will develop a familiarity with the computer-turn it on/off, safely open and save files; use CD ROM resources.</p>
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Use Computers to Answer Questions

						<ul style="list-style-type: none"> • recognize that classroom experiences influence personal progress and future success. (Personal Development and Resource Management) • become aware of the ways in which money is used, saved, and spent. (Personal Development and Resource Management) • recognize that they are part of communities in which people have mutual obligations and responsibilities. (Personal Development and Resource Management) • be aware of and name the basic components of computer hardware systems and be able to utilize pre-programmed software. 	
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<p>2. Knowledge of impacts and limitations of information systems is essential to its effective and ethical use. Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry. Identify advantages and limitations of data-handling programs and graphics programs.</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Limitations of Technology</p>	<p>Understand why electronically stored personal information has greater potential for misuse than records kept in conventional form.</p>	<ul style="list-style-type: none"> • while accessing information from a variety of sources, understand the skill of interpretation in communication, and be aware of cultural influences within and between communities/ countries. (Communications) • be aware of systems (e.g., social, mechanical) and how they are used to accomplish a task or solve a problem. (Systems Interaction) 	<ul style="list-style-type: none"> • while accessing information from a variety of sources, understand the skill of interpretation in communication, and be aware of cultural influences within and between communities/ countries. (Communications) • be aware of systems (e.g., social, mechanical) and how they are used to accomplish a task or solve a problem. (Systems Interaction) • understand that technical knowledge and computer skills are transferable from subject to subject and occupation to occupation. (Computer Literacy) 	<ul style="list-style-type: none"> • identify and communicate how their own personal qualifications, interests, and strengths might enable them to perform in various occupations. (Communications) • understand that values and traits such as industry, persistence, patience, and good humor influence other people and make an impact on the system and the environment. (Systems Interaction) • demonstrate an ability to utilize hardware and software to analyze problems and challenges and will create and/or produce solutions. (Computer Literacy) 	<p>Describe the uses of information systems in homes, schools and business. Understand that computers are used to store personal information/ Demonstrate ability to evaluate information.</p> <ul style="list-style-type: none"> • evaluate and Communicate information about their interests and goals in relation to occupations in the community. (Communications) • become aware that they are a part of much larger systems and that they can have an impact on these systems. (Systems Interaction) • interact with software programs to analyze problems and challenges, and to create or arrive at solutions. (Computer Literacy) 	<ul style="list-style-type: none"> • develop skills needed to identify and explain problems and locate resources and information. (Communications) • understand how participation or membership in various groups impact on personal development. (Systems Interaction) • manipulate software programs through the utilization of hardware components. (Computer Literacy) 	<ul style="list-style-type: none"> • develop skills in cognitive areas (listening, speaking, reading), critical thinking, and cause and effect relationships. The students will utilize these skills to identify and relate information about their progress in selected activities related to work and learning/ school. (Communications) 		
<p>Standard 3 Mathematics</p>									
<p>Mathematical Reasoning</p>									
<p>1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence and construct an argument.</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Mathematical Modeling</p>	<p>Apply a variety of reasoning strategies. Make and evaluate conjectures and arguments using appropriate language. Make conclusions based on inductive reasoning. Justify conclusions involving simple and compound (i.e., and/or) statements.</p>				<p>Use models, facts, and relationships to draw conclusions about mathematics and explain their thinking. Use patterns and relationships to analyze mathematical situations. Justify their answers and solution processes. Use logical reasoning to reach simple conclusions.</p>				

Number and Numeration									
<p>2. Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas. Understand, represent, and use numbers in ask variety of equivalent forms (integer, fraction, decimal, percent, exponential, expanded and scientific notation).</p> <div data-bbox="112 497 194 789" style="border: 1px solid black; padding: 5px; text-align: center;">Numerical Relations</div>	<p>Understand and apply ratios, proportions, and percents through a wide variety of hands-on explorations. Develop an understanding of number theory (primes, factors, and multiples). Recognize order relationships for decimals, integers, and rational numbers.</p>	<p>Order positive and negative numbers; equivalent fractions; use of fractions; improper fractions; exponential and decimal numbers between 0 and 1; number and word notation for large numbers; benchmarks for comparing counts and measures; positive and negative powers of 10; scientific and standard notation; ratios for models and maps; percents as degrees for sectors of circle graphs; ration part-to-part and part-to-whole comparisons; opposite of a number ($op(x)$ equals $-x$, which equals $-1 * x$); square roots; prime numbers.</p>	<p>represent whole numbers with rectangular arrays; even and odd numbers; prime and composite numbers; square numbers; place value to hundred millions; compare millions, billions, trillions; unit fractions, mixed fractions; rename fractions as decimals; percent as a ratio; compare numbers in exponential form; uses of negative numbers; pi as a ratio; rate as comparison; equivalent fractions; <u>The American Tour.</u></p>	<p>Use of numbers (counts, measures, locations, etc.); whole numbers to millions; rates; decimals and fractions; place value and decimals; <u>Study the Ancient Maya place value system.</u></p>	<p>Use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances. Use concrete materials to model numbers and number relationships for whole numbers and common fractions, including decimal fractions. Relate counting to grouping and to place value. Recognize the order of whole numbers and commonly used fractions and decimals. Demonstrate the concept of percent through problems related to actual situations.</p>	<p>count forward and backward by 1's, 2's, 3's, 5's, and 10's; Numbers - write dictated; fraction names; place values of very large numbers; fractions, places on the number line; rename metric measures using fractions and decimals; percent is per 100; estimate numbers; weight and capacity as decimals <u>Study the numeration system in Ancient Egypt</u></p>	<p>Number line sequences; count beyond 100; ordering numbers - least to greatest; fractions as equal parts of the whole; base 10 blocks; 0 as a place holder; read and compare numbers to 999; sequence numbers; rename 2 and 3 digit numbers using base 10 blocks; yearly notation; capacity of common containers; count by 2.5, 10's; negative number counts; 10 percent is another name for 1/10.</p>	<p>use the number line from 0 to 180; count by 1, 2, by 5 and by 10's; fractions in paper folding; 0 as a number; 2-digit and 3 digit numbers; count by 10's - forward and back; money, place values using number grid, equivalent names for numbers and fractions.</p>	<p>Count forward and backward 0-10; identify small numbers without counting; count into the teens; counting on and interrupted counts; skip counts by 10's and by 2's; calculator introduction; count 100 objects; tally counts.</p>

Operations									
<p>3. Students use mathematical operations and relationships among them to understand mathematics. Add, subtract, multiply, and divide fractions, decimals, and integers.</p> <div data-bbox="104 294 170 558" style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Computational Skills</div>	<p>Explore and use the operations dealing with roots and powers. Use grouping symbols (parentheses) to clarify the intended order of operations. Applies the associative, commutative, distributive, inverse and identity properties. Demonstrate an understanding of operational algorithms (procedures for adding, subtracting, etc.). Develop appropriate proficiency with facts and algorithms</p>	<p>extend multiplication and division facts; using the percent circle; fractions in simplest form; add and subtract fractions; estimate percent equivalents of fractions; golden ratio and golden mean; division of fractions algorithms; special keys on the calculator; figurative numbers.</p>	<p>multiplication facts - mastery; factors - products, factors pairs; division - tests for 2, 3, 5, 6, 9, 10; exponents and exponential notation; square roots and square numbers; prime factors; deficient, abundant and perfect numbers; estimate sums and distances; rounding decimals; decimals (add and subtract); fractions (add and subtract); fractions (common denominators); percent calculations.</p>	<p>mastery of addition/subtraction facts; multiplication and division; factors and products; exponential notation - powers of 10; scientific notation; round numbers to a given place; estimate to find sums of distance and time measurements; estimate products; mental arithmetic - multiplication (2-digit by 1-digit); equivalent fractions, decimals, percents; ratio and difference comparisons; actual and scale drawings; powers of a number; subtraction of positive and negative numbers.</p>	<p>Add, subtract, multiply, and divide whole numbers. Develop strategies for selecting the appropriate computational and problem-solving situations. Know single digit addition, subtraction, multiplication, and division facts. Understand the commutative and associative properties.</p>	<p>calculator computations; equivalent names for whole fractions; practice addition and subtraction facts; add and subtract multiples of 10 and 100; addition and subtraction "What's my rule?"; doubles, halves and triples of numbers; division notations; square numbers; compare and order numbers with up to 7 digits; multiplication table to solve division problems; square number facts through 10×10; partial-product algorithm to find products of any 2-digit numbers.</p>	<p>Relations: words and symbols; fact power shortcuts; addition problems that are near doubles; differences as distances on the number line; relate addition and subtraction facts; multiplication readiness; addition and subtraction number stories; multiplication readiness with pattern block arrays; find arithmetic mean; estimation; division readiness (rectangles on geoboards); multiplication fact practice; comparison stories about temperature, distance, ratios; factors, product quotient; fact triangles.</p>	<p>Use the number line for numbers between m and n; total is the sum of two parts; number stories with penny and animal contexts; comparisons (differences and sums); add and subtract on the number line; estimate, order and measure objects by length; add 10 or 100 to any number using "What's my rule?"; number stories about weights; mentally add or subtract tens and multiples of ten to any number; relationships among halves, fourths, eighths, and sixths using a fraction poster; Differences between high and low temperatures.</p>	<p>Subtract by ones to 0; explore counting on the number line; tell number stories (some with calculators); tell addition/subtraction number stories; divide even groups in half; use different names for the same number; use +, - and = to tell number stories.</p>

Apply concepts of ratio and proportion to solve problems.									
Modeling / Multiple Representation									
4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships. Visualize, present, and transform two- and three-dimensional shapes.	Use maps and scale drawings to represent real objects or places. Use the coordinate plane to explore geometric ideas. Represent numerical relationships to one-two-dimensional graphs. Use variables to represent relationships. Use concrete materials and diagrams to describe the operation of real world processes and systems. Develop and explore models that do and do not rely on chance. Investigate both two- and three-dimensional transformations. Use appropriate tools to construct and verify geometric relationships. Develop procedures for basic geometric constructions.		estimate chance events; display data using bar graphs and circle graphs.	Collect data, organize, display, analyze a set of data, maximum, minimum, range, mode, median; explore probability (chance events); evaluate reliability of data (how was number obtained, would the result be the same if the count or measurement were repeated, what is the best way to report the data; estimate percents of pie graphs.	Use concrete materials to model spatial relationships. Construct tables, charts, and graphs to display and analyze real-world data. Use multiple representations (simulations, manipulative materials, pictures, and diagrams) as tools to explain the operation of everyday procedures. Use variables such as height, weight, and hand size to predict changes over time. Use physical materials, pictures and diagrams to explain mathematical ideas and processes and to demonstrate geometric concepts.	find the range, median, and frequency distribution of data; record and analyze sunrise-sunset data; introduction to random sampling; relate diameter to circumference of circles; order data; create and interpret line graphs	record data with tallies; record measures of classroom items using proper units of measure; individual tallies of addition/subtraction facts; collect and analyze weather data; develop tables; find median values of data; compare data of actual and estimated costs of purchasing selected groceries; graph data; make frequency graphs; make predictions from data collected; solve road map stories.	record data with tallies; record weather conditions; create bar graphs; organize and sort pattern blocks; dice throw probabilities.	Use a grid and coordinates; measure, collect and record data; create linear graphs of changing temperatures; graph age changes; keep tally records; make bar graphs; make pictographs.
Measurement									
5. Students use measurements in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.	Estimate, make, and use measurements in real-world situations. Select appropriate standard and nonstandard measurement units and tools to measure to a desired degree of accuracy. Develop measurement skills and informally derive and apply formulas in direct measurement activities. Use statistical methods and measures of central tendencies to display, describe, and compare data.	Use statistical methods and measures of central tendencies to display, describe, and compare data.	Develop measurement skills and informally derive and apply formulas in direct measurement activities.	Estimate, make, and use measurements in real-world situations. Select appropriate standard and nonstandard measurement units and tools to measure to a desired degree of accuracy.	Explore and produce graphic representations of data using calculators/computers. Develop critical judgment for the reasonableness of measurement.	Explore and produce graphic representations of data using calculators/computers.	Explore standard and non-standard measurements of length, weight and volume.	Explore non-standard measurements of length, weight and volume.	Explore non-standard measurements of length, weight and volume.
Measurement	Understand that measurement is approximate, and never exact. Select appropriate standard and nonstandard measurement tools in measurement activities.	Understand that measurement is approximate, and never exact.	Select appropriate standard and nonstandard measurement tools in measurement activities.	Understand the attributes of area, length, capacity, weight, volume, time, temperature and angle.	Understand the attributes of area, length, capacity, weight, volume, time, temperature and angle. Estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units. Collect and display data. Use statistical methods such as graphs, tables and charts to interpret data.	Collect and display data. Use statistical methods such as graphs, tables and charts to interpret data.	Estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.	Explore non-standard measurements of length, weight and volume.	Explore non-standard measurements of length, weight and volume.

<p>Uncertainty</p> <p>6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Estimation and Probability</p>	<p>Use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology.</p> <p>Use estimation to solve problems for which exact answers are inappropriate. Estimate the probability of events.</p> <p>Use simulation techniques to estimate probabilities. Determine probabilities of independent and mutually exclusive events.</p>	<p>Use simulation techniques to estimate probabilities. Determine probabilities of independent and mutually exclusive events.</p>	<p>Use estimation to solve problems for which exact answers are inappropriate. Estimate the probability of events.</p>	<p>Use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology.</p>	<p>Make estimates to compare to actual results of both formal and informal measurement. Make estimates to compare to actual results of computations. Recognize situations where only an estimate is required. Develop a wide variety of estimation skills and strategies. Determine the reasonableness of results. Predict experimental probabilities. Make predictions using unbiased random samples. Determine probabilities of simple events.</p>	<p>Develop a wide variety of estimation skills and strategies. Determine the reasonableness of results. Predict experimental probabilities.</p>	<p>Make estimates to compare to actual results of both formal and informal measurement. Make estimates to compare to actual results of computations.</p>	<p>Determine probabilities of simple events.</p>	<p>Determine probabilities of simple events.</p>
<p>Patterns/ Functions</p> <p>7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics and construct generalizations that describe patterns simply and efficiently</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geometrical Relationships</p>	<p>Describe and represent patterns and functional relationships using tables, charts and graphs, algebraic expressions, rules and verbal descriptions. Develop methods to solve basic linear and quadratic equations. Develop an understanding of functions and functional relationships: that a change in one quantity (variable) results in change in another. Verify results of substituting variables. Apply the concept of similarity in relevant situations. Use properties of polygons to classify them. Explore relationships involving points, lines, angles, and plans. Develop and apply the Pythagorean principle in solution of problems. Explore and develop basic concepts of right triangle trigonometry. Use patterns and functions to represent and solve problems.</p>	<p>Develop methods to solve basic linear and quadratic equations. Develop an understanding of functions and functional relationships: that a change in one quantity (variable) results in change in another.</p>	<p>Explore and develop basic concepts of right triangle geometry. Use patterns and functions to represent and solve problems.</p>	<p>Apply the concept of similarity in relevant situations. Use properties of polygons to classify them. Explore relationships involving points, lines, angles, and plans.</p>	<p>Recognize, describe, extend and create a wide variety of patterns. Represent and describe mathematical relationships. Explore and express relationships using variables and open sentences. Solve for an unknown using manipulative materials. Use a variety of manipulative materials and technologies to explore patterns. Interpret graphs. Explore and develop relationships among two- and three dimensional geometric shapes. Discovers patterns in nature, art, music and literature</p>	<p>Interpret graphs. Explore and develop relationships among two- and three dimensional geometric shapes. Discovers patterns in nature, art, music and literature</p>	<p>Explore and express relationships using variables and open sentences.</p>	<p>Recognize, describe, extend and create a wide variety of patterns.</p>	<p>Explore patterns and shapes.</p>

Standard 4 -- Science									
Physical Setting									
<p>1. The Earth and celestial phenomena can be described by principles of relative motion and perspective</p> <p>Celestial Events</p>	Explain daily, monthly and seasonal changes on earth.	Describe patterns of daily, monthly, and seasonal changes in their environment	Describe patterns of daily, monthly, and seasonal changes in their environment	Describe patterns of daily, monthly, and seasonal changes in their environment	Describe patterns of daily, monthly, and seasonal changes in their environment	Describe patterns of daily, monthly, and seasonal changes in their environment	Describe patterns of daily, monthly, and seasonal changes in their environment	Describe patterns of daily, monthly, and seasonal changes in their environment	Describe patterns of daily, monthly, and seasonal changes in their environment
<p>2. Many of the phenomena that we observe on Earth involve interactions among components of air, water and land.</p> <p>Weather</p>	Describe volcano and earthquake patterns, the rock cycle, and weather and climate changes.	Explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change.			Describe the relationships among air, water and land on Earth	Describe the relationships among air, water and land on Earth	Describe the relationships among air, water and land on Earth	Explore basic characteristics of gas, liquid and solid material.	Explore basic characteristics of gas, liquid and solid material.
<p>3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.</p> <p>Physical Properties of Matter</p>	Observe and describe properties of materials, such as density, conductivity and solubility. Distinguish between chemical and physical changes. Develop own mental models to explain common chemical reactions and changes in states of matter.	Develop own mental models to explain common chemical reactions and changes in states of matter.	Distinguish between chemical and physical changes.	Observe and describe properties of materials, such as density, conductivity and solubility.	Observe and describe properties of materials using appropriate tools. Describe chemical and physical changes, including changes in states of matter.	Observe and describe properties of materials using appropriate tools.	Describe chemical and physical changes, including changes in states of matter.		
<p>4. Energy exists in many forms, and when these forms change energy is conserved.</p> <p>Energy</p>	Describe the sources and identify the transformations of energy observed in everyday life. Observe and describe energy changes as related to chemical reactions. Observe and describe the properties of sound, light, magnetism, and electricity. Describe situations that support the principle of conservation of energy.	Describe the sources and identify the transformations of energy observed in everyday life.	Observe and describe energy changes as related to chemical reactions.	Observe and describe the properties of sound, light, magnetism, and electricity.	Describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.	Describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.	Explore freezing, boiling, evaporation.	Explore temperature changes.	Explore temperature changes.
<p>5. Energy and matter interact through forces that result in changes in motion.</p> <p>Electricity and Magnetism</p>	Describe different patterns of motion of objects. Observe, describe and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.	Observe, describe and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.	Describe different patterns of motion of objects.	Observe, describe and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.	Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces. Describe how forces can operate across distances.	Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Describe how forces can operate across distances.		

<p>The Living Environment</p> <p>1. Living things are both similar to and different from each other and nonliving things.</p> <p>Animals and Plants</p>	<p>Compare and contrast the parts of plants, animals, and one-celled organisms. Explain the functioning of the major human organ systems and their interactions.</p>	<p>Compare and contrast the parts of plants, animals, and one-celled organisms. Explain the functioning of the major human organ systems and their interactions.</p>	<p>Explain the functioning of the major human organ systems and their interactions.</p>	<p>Compare and contrast the parts of plants, animals, and one-celled organisms.</p>	<p>Grow a plant or observe a pet, investigating what it requires to stay alive, including evaluating the relative importance and necessity of each item. Investigate differences in personal body characteristics, such as temperature, pulse, heart rate, blood pressure and reaction time.</p>	<p>Investigate differences in personal body characteristics, such as temperature, pulse, heart rate, blood pressure and reaction time.</p>	<p>Investigate differences in personal body characteristics, such as temperature, pulse, heart rate, blood pressure and reaction time.</p>	<p>Grow a plant or observe a pet, investigating what it requires to stay alive, including evaluating the relative importance and necessity of each item.</p>	<p>Grow a plant or observe a pet, investigating what it requires to stay alive, including evaluating the relative importance and necessity of each item.</p>
<p>2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.</p> <p>Genetics</p>	<p>Describe sexual and asexual mechanisms for passing genetic materials from generation to generation. Describe simple mechanisms related to the inheritance of some physical traits in offspring.</p>	<p>Describe sexual and asexual mechanisms for passing genetic materials from generation to generation.</p>	<p>Describe simple mechanisms related to the inheritance of some physical traits in offspring.</p>		<p>Recognize that traits of living things are both inherited and acquired or learned. Recognize that for humans and other living things there is genetic continuity between generations.</p>	<p>Recognize that traits of living things are both inherited and acquired or learned.</p>			
<p>3. Individual organisms and species change over time.</p> <p>Biodiversity and Adaptation</p>	<p>Describe sources of variation in organisms and their structures and relate the variations to survival. Describe the factors responsible for competition within species and the significance of that competition.</p>	<p>Describe the factors responsible for competition within species and the significance of that competition.</p>	<p>Describe sources of variation in organisms and their structures and relate the variations to survival.</p>		<p>Describe how the structures of plants and animals complement the environment of the plant or animal. Observe that differences within a species may give individuals an advantage in surviving.</p>	<p>Describe how the structures of plants and animals complement the environment of the plant or animal.</p>	<p>Observe that differences within a species may give individuals an advantage in surviving.</p>	<p>Explore living and non-living materials.</p>	<p>Explore living and non-living materials.</p>
<p>4. The continuity of life is sustained through reproduction and development.</p> <p>Reproduction and Development</p>	<p>Observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction. Explain the role of sperm and egg cells in sexual reproduction. Observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants). Observe and describe cell division at the microscopic level and its macroscopic effects.</p>	<p>Explain the role of sperm and egg cells in sexual reproduction. Observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants).</p>	<p>Observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction. Observe and describe cell division at the microscopic level and its macroscopic effects.</p>		<p>Describe the major stages in the live cycles of selected plants and animals. Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.</p>	<p>Describe the major stages in the live cycles of selected plants and animals.</p>	<p>Describe the major stages in the live cycles of selected plants and animals.</p>		
<p>5. Organisms maintain a dynamic equilibrium that sustains life. Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</p> <p>Nutrition and Health</p>	<p>Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth and explain the need for a constant input of energy for living organisms.</p>	<p>Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.</p>	<p>Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth and explain the need for a constant input of energy for living organisms.</p>		<p>Describe basic life functions of common living specimens (guppy, mealworm, gerbil). Describe some survival behaviors of common living specimens. Describe the factors that help promote good health and growth in humans.</p>	<p>Describe some survival behaviors of common living specimens.</p>	<p>Describe basic life functions of common living specimens (guppy, mealworm, gerbil).</p>	<p>Describe basic life functions of common living specimens.</p>	<p>Describe basic life functions of common living specimens.</p>

<p>6. Plants and animals depend on each other and their physical environment.</p> <p>Food Webs</p>	<p>Describe the flow of energy and matter through food chains and food webs. Provide evidence that green plants make food and explain the significance of this process to other organisms.</p>	<p>Describe the flow of energy and matter through food chains and food webs.</p>	<p>Provide evidence that green plants make food and explain the significance of this process to other organisms.</p>		<p>Describe how plants and animals, including humans, depend upon each other and the nonliving environment. Describe the relationship of the sun as an energy source for living and nonliving cycles.</p>	<p>Describe the relationship of the sun as an energy source for living and nonliving cycles.</p>	<p>Describe the relationship of the sun as an energy source for living and nonliving cycles.</p>		
<p>7. Human decisions and activities have had a profound impact on the physical and living environment.</p> <p>Human impact on the Environment</p>	<p>Describe the effects of the environmental changes on humans and other populations.</p>		<p>Describe how living things, including humans, depend on the living and nonliving environment for their survival.</p>		<p>Identify ways in which humans have changed their environment and the effects of those changes.</p>	<p>Identify ways in which humans have changed their environment and the effects of those changes.</p>	<p>Identify ways in which humans have changed their environment and the effects of those changes.</p>		
<p>Standard 5 Technology</p>									
<p>Engineering Design</p>									
<p>1. Engineering design is an iterative process involving modeling and optimization used to develop technological solutions to problems within given constraints.</p> <p>Design and Build Mechanical Objects</p>	<p>Identify needs and opportunities for technical solutions from an investigation of situations of general or social interest. Locate and utilize a range of printed, electronic, and human information resources to obtain ideas. Consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal. Develop plans including drawings with measurements and details of construction, and construct a model of the solutions, exhibiting a degree of craftsmanship. In a group setting, test their solution against design specifications, present and evaluate results, describe how the solution might have been modified for different or better results and discuss tradeoffs that might have to be made.</p>	<p>Consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal.</p>	<p>Consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal.</p>	<p>Develop plans including drawings with measurements and details of construction, and construct a model of the solutions, exhibiting a degree of craftsmanship. In a group setting, test their solution against design specifications, present and evaluate results, describe how the solution might have been modified for different or better results and discuss tradeoffs that might have to be made.</p>	<p>Describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed or improved. Investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members. Generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices. Plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools. Discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.</p>	<p>Generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices.</p>	<p>Describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed or improved.</p>	<p>Describe objects, imaginary or real, that might be modeled or made differently</p>	<p>Describe objects, imaginary or real, that might be modeled or made differently</p>

<p>2. Technological tools, materials and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.</p> <p>Use Tools</p>	<p>Choose and use resources for a particular purpose based upon an analysis and understanding of their properties, costs, availability, and environmental impact. Use a variety of hand tools and machines to change materials into new forms through forming, separating and combining processes, and processes which cause internal change to occur. Combine manufacturing processes with other technological processes to produce, market and distribute a product. Process energy into other forms and information into more meaningful information.</p>	<p>Process energy into other forms and information into more meaningful information.</p>	<p>Choose and use resources for a particular purpose based upon an analysis and understanding of their properties, costs, availability, and environmental impact.</p>	<p>Use a variety of hand tools and machines to change materials into new forms through forming, separating and combining processes, and processes which cause internal change to occur.</p>	<p>Explore, use and process a variety of materials and energy sources to design and construct things. Understand the importance of safety, cost ease of use, and availability in selecting tools and resources for a specific purpose. Develop basic skill in the use of hand tools. Use simple manufacturing processes (e.g., assembly, multiple stages of production, quality control) to produce a product. Use appropriate graphic and electronic tools and techniques to process information.</p>	<p>Use appropriate graphic and electronic tools and techniques to process information.</p>	<p>Understand the importance of safety, cost ease of use, and availability in selecting tools and resources for a specific purpose. Develop basic skill in the use of hand tools.</p>	<p>Understand the importance of safety.</p>	<p>Understand the importance of safety.</p>
<p>Computer Technology</p> <p>3. Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.</p> <p>Computers and Technology</p>	<p>Assemble a computer system including keyboard, central processing unit and disc drives, mouse, modem, printer, and monitor. Use a computer system to connect to and access needed information from various Internet sites. Use computer hardware and software to draw and dimension prototypical designs. Use a computer as a modeling tool. Use a computer system to monitor and control external events and/or systems.</p>	<p>Use a computer as a modeling tool. Use a computer system to monitor and control external events and/or systems.</p>	<p>Use a computer system to connect to and access needed information from various Internet sites.</p>	<p>Control computerized devices and systems through programming.</p>	<p>Identify and describe the function of the major components of a computer system. Use the computer as a tool for generating and drawing ideas. Control computerized devices and systems through programming. Model and simulate the design of a complex environment by giving direct commands.</p>	<p>Use the computer as a tool for generating and drawing ideas. Control computerized devices and systems through programming.</p>	<p>Use the computer as a tool for generating and drawing ideas.</p>	<p>Use the computer as a tool for generating and drawing ideas.</p>	<p>Use the computer as a tool.</p>

<p>Technological Systems</p> <p>4. Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems.</p> <p>Robotics</p>	<p>Select appropriate technological systems on the basis of safety, function, cost, ease of operation, and quality of post-purchase support.</p> <p>Assemble, operate, and explain the operation of simple open and closed-loop electrical, electronic, mechanical, and pneumatic systems.</p> <p>Describe how subsystems and system elements (inputs, processes and outputs) interact with systems.</p> <p>Describe how system control requires sensing; information, processing it, and making changes.</p>	<p>Select appropriate technological systems on the basis of safety, function, cost, ease of operation, and quality of post-purchase support.</p>	<p>Describe how subsystems and system elements (inputs, processes and outputs) interact with systems.</p>	<p>Assemble, operate, and explain the operation of simple open and closed-loop electrical, electronic, mechanical, and pneumatic systems.</p>	<p>Identify familiar examples of technological systems that are used to satisfy human needs and wants, and select them on the basis of safety, cost and function.</p> <p>Assemble and operate simple technological systems, including those with interconnecting mechanisms to achieve different kinds of movement.</p> <p>Understand that larger systems are made up of smaller component subsystems.</p>	<p>Understand that larger systems are made up of smaller component subsystems.</p>	<p>Identify familiar examples of technological systems that are used to satisfy human needs and wants, and select them on the basis of safety, cost and function.</p>	<p>Understand that larger systems are made up of smaller component subsystems.</p>	<p>Understand that larger systems are made up of smaller component subsystems.</p>
<p>History and Evolution of Technology</p>									
<p>5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base. Describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base to an information base.</p> <p>Technology and Society</p>	<p>Understand the contributions of people of different genders, races and ethnic groups to technological development.</p> <p>Describe how new technologies have evolved as a result of combining existing technologies (e.g., photography combined optics and chemistry; the airplane combined kite and glider technology with a lightweight gasoline engine).</p>			<p>Describe how new technologies have evolved as a result of combining existing technologies (e.g., photography combined optics and chemistry; the airplane combined kite and glider technology with a lightweight gasoline engine).</p>	<p>Construct a model of an historical or future-oriented technological device or system and describe how it has contributed or might contribute to human progress.</p> <p>Make a technological timeline in the form of a hanging mobile of technological devices.</p> <p>Model a variety of time keeping devices that reflect historical and modern methods of keeping time.</p> <p>Make a display contrasting early devices or tools with their modern counterparts.</p>				
<p>6. Technology can have positive and negative impacts on individuals, society and the environment and humans have the capability and responsibility to constrain or promote technological development.</p> <p>Positive and Negative Effects of Technology</p>	<p>Describe how outputs of a technological system can be desired, undesired, expected or unexpected.</p> <p>Describe through examples how modern technology reduces manufacturing and construction costs and produces more uniform products.</p>	<p>Describe how outputs of a technological system can be desired, undesired, expected or unexpected.</p>	<p>Describe how outputs of a technological system can be desired, undesired, expected or unexpected.</p>	<p>Describe how outputs of a technological system can be desired, undesired, expected or unexpected.</p>	<p>Describe how technology can have positive and negative effects on the environment and on the way people live and work.</p>	<p>Describe how technology can have positive and negative effects</p>	<p>Describe how technology can have positive and negative effects</p>	<p>Describe how technology can have positive and negative effects</p>	<p>Describe how technology can have positive and negative effects</p>

Management of Technology									
7. Project management is essential to ensuring that technological endeavors are profitable and that products and systems are of high quality and built safely, on schedule, and within budget.	Manage time and financial resources in a technological project. Provide examples of products that are well (and poorly) designed and made, describe their positive and negative attributes, and suggest measures that can be implemented to monitor quality during production. Assume leadership responsibilities within a structured group activity.	Assume leadership responsibilities within a structured group activity.	Assume leadership responsibilities within a structured group activity.	Assume leadership responsibilities within a structured group activity.	Participate in small group projects and in structured group tasks requiring planning, financing, production, quality control, and follow-up. Speculate on and model possible technological solutions that can improve the safety and quality of the school or community environment.	Participate in small group projects and in structured group tasks requiring planning.	Participate in small group projects and in structured group tasks requiring planning.	Participate in small group projects and in structured group tasks requiring planning.	Participate in small group projects and in structured group tasks requiring planning.
Standard 6 Interconnectedness: Common Themes									
Systems Thinking									
1. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions. System Studies	Describe the differences between dynamic systems and organizational systems. Describe the differences and similarities between engineering systems, natural systems, and social systems. Describe the differences between open-and closed-loop systems. Describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts.	Describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts.	Describe the differences between open-and closed-loop systems.	Describe the differences between dynamic systems and organizational systems. Describe the differences and similarities between engineering systems, natural systems, and social systems.	Observe and describe interactions among components of simple systems. Identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Identify common things that can be considered to be systems (e.	Identify common things that can be considered to be systems (e.	Identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	Identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).
Models									
2. Models are simplified representations of object, structures, or systems used in analysis, explanation, interpretation, or design. Model the Real World	Select an appropriate model to begin the search for answers or solutions to a question or problem. Use models to study processes that cannot be studied directly (e.g., when the real process is too slow, too fast, or too dangerous for direct observation). Demonstrate effectiveness of different models to represent the same thing and the same model to present different things.	Select an appropriate model to begin the search for answers or solutions to a question or problem.	Use models to study processes that cannot be studied directly (e.g., when the real process is too slow, too fast, or too dangerous for direct observation).	Demonstrate effectiveness of different models to represent the same thing and the same model to present different things.	Analyze, construct, and operate models in order to discover attributes of the real thing. Discover that a model of something is different from the real thing, but can be used to study the real thing. Use different types of models, such as graphs, sketches, diagrams, and maps to represent various aspects of the real world.	Use different types of models, such as graphs, sketches, diagrams, and maps to represent various aspects of the real world.	Analyze, construct, and operate models in order to discover attributes of the real thing.	Use building blocks to construct models.	Use building blocks to construct models.

<p>Magnitude and Scale</p> <p>3. The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.</p> <p>Sorting and Comparisons</p>	<p>Cite examples of how different aspects of natural and design systems change at different rates with changes in scale</p> <p>Use powers of ten notation to represent very small and very large numbers.</p>		<p>Use powers of ten notation to represent very small and very large numbers.</p>	<p>Cite examples of how different aspects of natural and design systems change at different rates with changes in scale</p>	<p>Provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds and other measurements. Identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior.</p>	<p>Identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior.</p>	<p>Provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds and other measurements.</p>	<p>Provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds and other measurements.</p>	<p>Provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds and other measurements.</p>
<p>Equilibrium and Stability</p> <p>4. Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).</p> <p>Equilibrium and Change</p>	<p>Describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits. Describe changes within equilibrium cycles in terms of frequency or cycle length and determine the highest and lowest values and when they occur.</p>	<p>Describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.</p>	<p>Describe changes within equilibrium cycles in terms of frequency or cycle length and determine the highest and lowest values and when they occur.</p>	<p>Describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.</p>	<p>Cite examples of systems in which some features stay the same while other features change. Distinguish between reasons for stability from lack of changes to changes that counter-balance one another to changes within cycles.</p>	<p>Distinguish between reasons for stability from lack of changes to changes that counter-balance one another to changes within cycles.</p>	<p>Distinguish between reasons for stability from lack of changes to changes that counter-balance one another to changes within cycles.</p>	<p>Cite examples of systems in which some features stay the same while other features change.</p>	<p>Cite examples of systems in which some features stay the same while other features change.</p>
<p>Patterns of change</p> <p>5. Identifying patterns of change is necessary for making predictions about future behavior and conditions.</p> <p>Patterns of Change</p>	<p>Use simple linear equations to represent how a parameter changes with time. Observe patterns of change in trends or cycles and make predictions on what might happen in the future.</p>	<p>Observe patterns of change in trends or cycles and make predictions on what might happen in the future.</p>	<p>Use simple linear equations to represent how a parameter changes with time.</p>	<p>Observe patterns of change in trends or cycles and make predictions on what might happen in the future.</p>	<p>Use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data. Analyze data by making tables and graphs and looking for patterns of change.</p>	<p>Analyze data by making tables and graphs and looking for patterns of change.</p>	<p>Analyze data by making tables and graphs and looking for patterns of change.</p>	<p>Use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data.</p>	<p>Use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data.</p>
<p>Optimization</p> <p>6. In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.</p> <p>Decision Making</p>	<p>Determine the criteria and constraints and make trade-offs to determine the best decision. Use graphs of information for a decision-making problem to determine the optimum solutions.</p>	<p>Use graphs of information for a decision-making problem to determine the optimum solutions.</p>	<p>Use graphs of information for a decision-making problem to determine the optimum solutions.</p>	<p>Use graphs of information for a decision-making problem to determine the optimum solutions.</p>	<p>Use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.</p>	<p>Use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.</p>	<p>Use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.</p>	<p>Use simple quantitative methods</p>	<p>Use simple quantitative methods</p>

Standard 7 Interdisciplinary Problem Solving									
Connections									
<p>1. The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology, society, consumer decision making, design, and inquiry into phenomena.</p>	<p>Analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action. Make informed consumer decisions by seeking answers to appropriate questions about products, services, and systems; determining the cost/benefit and risk/benefit tradeoffs; and applying this knowledge to a potential purchase. Design solutions to real-world problems of general social interest related to home, school or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in developing solutions. Describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation.</p>	<p>Design solutions to real-world problems of general social interest related to home, school or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in developing solutions.</p>	<p>Analyze science/technology/society problems and issues at the local level and plan and carry out a remedial course of action.</p>	<p>Describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements, and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation.</p>	<p>Analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action. Make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice. Design solutions to problems involving a familiar real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure and compute. Observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze and present data and conclusions.</p>	<p>Analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action.</p>	<p>Observe phenomena and evaluate them scientifically</p>	<p>Observe phenomena and evaluate them scientifically</p>	<p>Observe phenomena and evaluate them scientifically</p>
Strategies									
<p>2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present Results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present Results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present Results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present Results.</p>	<p>Work effectively Gather and process information. Generate and analyze ideas. Observe common themes Realize ideas Present Results.</p>

THE ARTS

THE HARBOR SCIENCE AND ARTS CHARTER SCHOOL

LEARNING STANDARDS AND STUDENT ASSESSMENT

THE ARTS

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
Standard 1 Creating, Performing, and Participating in the Arts									
Dance									
<p>1. Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance production.</p>	<p>Know and demonstrate a range of movement elements and skills (such as balance, alignment, elevation, and landing) and basic dance steps, positions, and patterns.</p> <p>Dance a range of forms from free improvisation to structured choreography.</p> <p>Create or improvise dance phrases, studies, and dances, along and/or in collaboration with others, in a variety of contexts.</p> <p>Demonstrate the ability to take various roles in group productions and performances.</p>	<p>Know and demonstrate a range of movement elements and skills (such as balance, alignment, elevation, and landing) and basic dance steps, positions, and patterns.</p> <p>Dance a range of forms from free improvisation to structured choreography.</p> <p>Create or improvise dance phrases, studies, and dances, along and/or in collaboration with others, in a variety of contexts.</p> <p>Demonstrate the ability to take various roles in group productions and performances.</p>	<p>Dance a range of forms from free improvisation to structured choreography.</p> <p>Create or improvise dance phrases, studies, and dances, along and/or in collaboration with others, in a variety of contexts.</p> <p>Demonstrate the ability to take various roles in group productions and performances.</p>	<p>Create or improvise dance phrases, studies, and dances, along and/or in collaboration with others, in a variety of contexts.</p> <p>Demonstrate the ability to take various roles in group productions and performances.</p>	<p>Identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop).</p> <p>Demonstrate ways of moving in relations to people, objects, and environments in set dance forms.</p> <p>Create and perform simple dances based on their own movement ideas.</p> <p>Create short pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g. Keyboard), and nontraditional sound sources (e.g., water-filled glasses).</p>	<p>Demonstrate ways of moving in relations to people, objects, and environments in set dance forms.</p> <p>Performances will include traditional dance movements and forms as well as individual ones.</p> <p>Create short pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g. Keyboard), and nontraditional sound sources (e.g., water-filled glasses).</p>	<p>Children will demonstrate movement to music and rhythms. Movements will emphasize individual expressions that will vary with changes in musical style.</p> <p>Children will perform these simple dances.</p>	<p>Children will demonstrate movement to music and rhythms. Movements will emphasize individual expressions that will vary with changes in musical style.</p> <p>Children will perform these simple dances.</p>	<p>Children will demonstrate movement to music and rhythms. Movements will emphasize individual expressions that will vary with changes in musical style.</p> <p>Children will perform these simple dances.</p>
Dance Performance									

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
Music 1. Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.	<p>Compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbre, and dynamic elements.</p> <p>Sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration and loudness.</p> <p>Improvise short musical compositions that exhibit cohesiveness and musical expression.</p> <p>In performing ensembles, read moderately easy/moderately difficult music & (NYSSMA level III-IV) and respond appropriately to the gestures of the conductor.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.</p>	<p>Compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbre, and dynamic elements.</p> <p>Sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration and loudness.</p> <p>Improvise short musical compositions that exhibit cohesiveness and musical expression.</p> <p>In performing ensembles, read moderately easy/moderately difficult music & (NYSSMA level III-IV) and respond appropriately to the gestures of the conductor.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.</p>	<p>Sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration and loudness.</p> <p>Improvise short musical compositions that exhibit cohesiveness and musical expression.</p> <p>In performing ensembles, read moderately easy/moderately difficult music & (NYSSMA level III-IV) and respond appropriately to the gestures of the conductor.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.</p>	<p>Sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration and loudness.</p> <p>Improvise short musical compositions that exhibit cohesiveness and musical expression.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.</p>	<p>Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts.</p> <p>Read simple standard notation in performance, and follow focal or keyboard scores in listening.</p> <p>In performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I II) and respond appropriately to the gestures of the conductor.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others.</p>	<p>Read simple standard notation in performance, and follow focal or keyboard scores in listening.</p> <p>In performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I II) and respond appropriately to the gestures of the conductor.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others.</p>	<p>Read simple standard notation in performance, and follow focal or keyboard scores in listening.</p> <p>In performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I II) and respond appropriately to the gestures of the conductor.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others.</p>	<p>Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts.</p>	<p>Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts.</p>

Music Performance

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Theater 1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre. <div style="border: 1px solid black; padding: 2px; display: inline-block; transform: rotate(-90deg); transform-origin: left top;">Theater Performance</div>	<p>Use improvisation and guided play writing to communicate ideas and feelings</p> <p>Imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role-playing, improvisation and guided play writing.</p> <p>Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance.</p> <p>Create props, scenery, and costumes through individual and group effort.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/community, and discuss ways to improve them.</p>	<p>Use improvisation and guided play writing to communicate ideas and feelings</p> <p>Imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role-playing, improvisation and guided play writing.</p> <p>Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance.</p> <p>Create props, scenery, and costumes through individual and group effort.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/community, and discuss ways to improve them.</p>	<p>Imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role-playing, improvisation and guided play writing.</p> <p>Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance.</p> <p>Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/community, and discuss ways to improve them.</p>	<p>Imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role-playing, improvisation and guided play writing.</p> <p>Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance.</p> <p>Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama.</p>	<p>Use creative drama to communicate ideas and feelings.</p> <p>Imitate experiences through pantomime, play making, dramatic play, story dramatization, storytelling, and role-playing.</p> <p>Use language, voice, gesture, movement and observation to express their experiences and communicate ideas and feelings.</p> <p>Use basic props, simple set pieces, and costume pieces to establish place, time and character for the participants.</p> <p>Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama.</p>	<p>Use creative drama to communicate ideas and feelings.</p> <p>Imitate experiences through pantomime, play making, dramatic play, story dramatization, storytelling, and role-playing.</p> <p>Use language, voice, gesture, movement and observation to express their experiences and communicate ideas and feelings.</p> <p>Use basic props, simple set pieces, and costume pieces to establish place, time and character for the participants.</p> <p>Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama.</p>	<p>Use creative drama to communicate ideas and feelings.</p> <p>Imitate experiences through pantomime, play making, dramatic play, story dramatization, storytelling, and role-playing.</p> <p>Use language, voice, gesture, movement and observation to express their experiences and communicate ideas and feelings.</p> <p>Use basic props, simple set pieces, and costume pieces to establish place, time and character for the participants.</p>	<p>Use creative drama to communicate ideas and feelings.</p> <p>Imitate experiences through pantomime, play making, dramatic play, story dramatization, storytelling, and role-playing.</p> <p>Use language, voice, gesture, movement and observation to express their experiences and communicate ideas and feelings.</p>	<p>Use creative drama to communicate ideas and feelings.</p>

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
Visual Arts 1. Students will make works of art that explore different kinds of subject matter, topics, themes and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. Visual Arts Performance	<p>Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences.</p> <p>Know and use a variety of sources for developing and conveying ideas, images, themes, symbols and events in their creation of art.</p> <p>Use the elements and principles of art to communicate specific meanings to others in their artwork.</p> <p>During the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings.</p> <p>Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them.</p>	<p>Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences.</p> <p>Know and use a variety of sources for developing and conveying ideas, images, themes, symbols and events in their creation of art.</p> <p>Use the elements and principles of art to communicate specific meanings to others in their artwork.</p> <p>During the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings.</p> <p>Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them.</p>	<p>Produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences.</p> <p>Know and use a variety of sources for developing and conveying ideas, images, themes, symbols and events in their creation of art.</p> <p>Use the elements and principles of art to communicate specific meanings to others in their artwork.</p> <p>During the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings.</p> <p>Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them.</p>	<p>During the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings.</p> <p>Identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them.</p>	<p>Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.</p> <p>Develop their own ideas and images through exploration and creation of art works based on themes, symbols, and events.</p> <p>Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.</p> <p>Reveal through their known artwork an understanding of how art mediums and techniques influence their creative decisions.</p> <p>Identify and use, in individual and group experiences some of the roles and means for designing, producing and exhibiting art works.</p>	<p>Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.</p> <p>Develop their own ideas and images through exploration and creation of art works based on themes, symbols, and events.</p> <p>Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.</p> <p>Reveal through their known artwork an understanding of how art mediums and techniques influence their creative decisions.</p> <p>Identify and use, in individual and group experiences some of the roles and means for designing, producing and exhibiting art works.</p>	<p>Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.</p> <p>Develop their own ideas and images through exploration and creation of art works based on themes, symbols, and events.</p> <p>Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.</p> <p>Reveal through their known artwork an understanding of how art mediums and techniques influence their creative decisions.</p>	<p>Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.</p> <p>Develop their own ideas and images through exploration and creation of art works based on themes, symbols, and events.</p>	<p>Develop their own ideas and images through exploration and creation of art works based on themes, symbols, and events.</p>

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Standard 2 Knowing and Using Arts Materials and Resources									
Dance									
<p>1. Students will know how to access dance and dance-related material from libraries, resource centers, spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.</p> <p>Dance Research and Attendance</p>	<p>Demonstrate knowledge of sources for understanding dance technologies: live, print, video, computer, etc.</p> <p>Demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or have choreographed.</p> <p>Demonstrate knowledge of audience/performer responsibilities and relationships in dance.</p> <p>Demonstrate knowledge of differences in performance venue and events presented in each.</p>	<p>Demonstrate knowledge of sources for understanding dance technologies: live, print, video, computer, etc.</p> <p>Demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or have choreographed.</p> <p>Demonstrate knowledge of audience/performer responsibilities and relationships in dance.</p> <p>Demonstrate knowledge of differences in performance venue and events presented in each.</p>	<p>Demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or have choreographed.</p> <p>Demonstrate knowledge of audience/performer responsibilities and relationships in dance.</p> <p>Demonstrate knowledge of differences in performance venue and events presented in each.</p>	<p>Demonstrate knowledge of audience/performer responsibilities and relationships in dance.</p> <p>Demonstrate knowledge of differences in performance venue and events presented in each.</p>	<p>Use classroom and nontraditional instruments in performing and creating music.</p> <p>Construct instruments out of material not commonly used for musical instruments.</p> <p>Use current technology to manipulate sound.</p> <p>Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used.</p> <p>Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.</p> <p>Discuss ways that music is used by various members of the community.</p>	<p>Use classroom and nontraditional instruments in performing and creating music.</p> <p>Construct instruments out of material not commonly used for musical instruments.</p> <p>Use current technology to manipulate sound.</p> <p>Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used.</p> <p>Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.</p> <p>Discuss ways that music is used by various members of the community.</p>	<p>Use classroom and nontraditional instruments in performing and creating music.</p> <p>Construct instruments out of material not commonly used for musical instruments.</p> <p>Use current technology to manipulate sound.</p> <p>Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used.</p> <p>Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.</p> <p>Discuss ways that music is used by various members of the community.</p>	<p>Construct instruments out of material not commonly used for musical instruments.</p> <p>Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used.</p> <p>Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.</p> <p>Discuss ways that music is used by various members of the community.</p>	<p>Construct instruments out of material not commonly used for musical instruments.</p> <p>Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used.</p> <p>Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.</p>

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Music 2. Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities/music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). students will know the vocations and avocations available to them in music.	<p>Use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces.</p> <p>Use school and community resources to develop information on music and musicians.</p> <p>Use current technology to create, produce and record /Playback music.</p>	<p>Use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces.</p> <p>Use school and community resources to develop information on music and musicians.</p> <p>Use current technology to create, produce and record /Playback music.</p>	<p>Use school and community resources to develop information on music and musicians.</p> <p>Use current technology to create, produce and record /Playback music.</p>	<p>Use school and community resources to develop information on music and musicians.</p> <p>Use current technology to create, produce and record /Playback music.</p>	<p>Identify a community based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role.</p> <p>Demonstrate appropriate listening and other participatory responses to music of a variety of genres and culture.</p> <p>Investigate some career options related to their musical interests.</p>	<p>Identify a community based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role.</p> <p>Demonstrate appropriate listening and other participatory responses to music of a variety of genres and culture.</p> <p>Investigate some career options related to their musical interests.</p>	<p>Demonstrate appropriate listening and other participatory responses to music of a variety of genres and culture.</p>	<p>Demonstrate appropriate listening and other participatory responses to music of a variety of genres and culture.</p>	<p>Demonstrate appropriate listening and other participatory responses to music of a variety of genres and culture.</p>
Music Research and Attendance									

Standards	9th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Theatre 2. Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theater experiences. Students will understand the job opportunities available in all aspects of theatre.	<p>Visit theatre technology facilities, including the local high school facility, and interact with professionals and theatre students to learn about theatre technology (e.g., lighting, staging, sound, etc).</p> <p>Use the school in community library /media centers and other resources to develop information on various theatre-related topics.</p> <p>Know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior.</p> <p>Discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations.</p>	<p>Visit theatre technology facilities, including the local high school facility, and interact with professionals and theatre students to learn about theatre technology (e.g., lighting, staging, sound, etc).</p> <p>Use the school in community library /media centers and other resources to develop information on various theatre-related topics.</p> <p>Know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior.</p> <p>Discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations.</p>	<p>Visit theatre technology facilities, including the local high school facility, and interact with professionals and theatre students to learn about theatre technology (e.g., lighting, staging, sound, etc).</p> <p>Use the school in community library /media centers and other resources to develop information on various theatre-related topics.</p> <p>Know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior.</p> <p>Discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations.</p>	<p>Visit theatre technology facilities, including the local high school facility, and interact with professionals and theatre students to learn about theatre technology (e.g., lighting, staging, sound, etc).</p> <p>Use the school in community library /media centers and other resources to develop information on various theatre-related topics.</p> <p>Know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior.</p> <p>Discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations.</p>	<p>Visit theaters, theatre-related facilities, and /or touring companies to observe aspects of theatrical production.</p> <p>Use the library /media center of their school or community to find story dramatization material or other theatre-related materials to view videotapes of performances.</p> <p>Attend theatrical performances in their school and demonstrate appropriate audience behavior. Speak with theater professionals about how they prepare for and perform their jobs.</p>	<p>Visit theaters, theatre-related facilities, and /or touring companies to observe aspects of theatrical production.</p> <p>Use the library /media center of their school or community to find story dramatization material or other theatre-related materials to view videotapes of performances.</p> <p>Attend theatrical performances in their school and demonstrate appropriate audience behavior. Speak with theater professionals about how they prepare for and perform their jobs.</p>	<p>Visit theaters, theatre-related facilities, and /or touring companies to observe aspects of theatrical production.</p> <p>Use the library /media center of their school or community to find story dramatization material or other theatre-related materials to view videotapes of performances.</p> <p>Attend theatrical performances in their school and demonstrate appropriate audience behavior. Speak with theater professionals about how they prepare for and perform their jobs.</p>	<p>Visit theaters, theatre-related facilities, and /or touring companies to observe aspects of theatrical production.</p> <p>Use the library /media center of their school or community to find story dramatization material or other theatre-related materials to view videotapes of performances.</p> <p>Attend theatrical performances in their school and demonstrate appropriate audience behavior. Speak with theater professionals about how they prepare for and perform their jobs.</p>	<p>Visit theaters, theatre-related facilities, and /or touring companies to observe aspects of theatrical production.</p> <p>Use the library /media center of their school or community to find story dramatization material or other theatre-related materials to view videotapes of performances.</p> <p>Attend theatrical performances in their school and demonstrate appropriate audience behavior. Speak with theater professionals about how they prepare for and perform their jobs.</p>

Theater Research and Attendance

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Visual Arts 2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, and galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	<p>Develop skills with a variety of art materials and competence in at least one medium.</p> <p>Use the computer and other electronic media as designing tools and to communicate visual ideas.</p> <p>Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.</p> <p>Understand the variety of careers related to the visual arts and the skills necessary to pursue some of them.</p>	<p>Develop skills with a variety of art materials and competence in at least one medium.</p> <p>Use the computer and other electronic media as designing tools and to communicate visual ideas.</p> <p>Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.</p> <p>Understand the variety of careers related to the visual arts and the skills necessary to pursue some of them.</p>	<p>Develop skills with a variety of art materials and competence in at least one medium.</p> <p>Use the computer and other electronic media as designing tools and to communicate visual ideas.</p> <p>Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.</p> <p>Understand the variety of careers related to the visual arts and the skills necessary to pursue some of them.</p>	<p>Develop skills with a variety of art materials and competence in at least one medium.</p> <p>Use the computer and other electronic media as designing tools and to communicate visual ideas.</p> <p>Take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art.</p> <p>Understand the variety of careers related to the visual arts and the skills necessary to pursue some of them.</p>	<p>Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent.</p> <p>Develop skills with electronic media as a means of expressing visual ideas.</p> <p>Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists to increase their understanding of art.</p> <p>Give examples of adults who make their livings in the arts professions</p>	<p>Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent.</p> <p>Develop skills with electronic media as a means of expressing visual ideas.</p> <p>Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists to increase their understanding of art.</p> <p>Give examples of adults who make their livings in the arts professions</p>	<p>Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent.</p> <p>Develop skills with electronic media as a means of expressing visual ideas.</p> <p>Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists to increase their understanding of art.</p>	<p>Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent.</p>	<p>Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent.</p>
Visual Arts Research and Attendance									

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Standard 3 Responding to and Analyzing Works of Art									
Dance									
<p>3. Students will express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.</p> <p>Dance Written Evaluation</p>	<p>Demonstrate knowledge of the technical language used in discussing dance performances.</p> <p>Demonstrate knowledge of choreographic principles and processes.</p> <p>Express to others their understanding of specific dance performances, including perceptions, descriptions, analyses, interpretations, and evaluations.</p>	<p>Demonstrate knowledge of the technical language used in discussing dance performances.</p> <p>Demonstrate knowledge of choreographic principles and processes.</p> <p>Express to others their understanding of specific dance performances, including perceptions, descriptions, analyses, interpretations, and evaluations.</p>	<p>Express to others their understanding of specific dance performances, including perceptions, descriptions, analyses, interpretations, and evaluations.</p>	<p>Express to others their understanding of specific dance performances, including perceptions, descriptions, analyses, interpretations, and evaluations.</p>	<p>Demonstrate knowledge of words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement.</p> <p>Express to others their understanding of specific dance performances, using appropriate language to describe what they have seen and heard.</p>	<p>Demonstrate knowledge of words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement.</p> <p>Express to others their understanding of specific dance performances, using appropriate language to describe what they have seen and heard.</p>	<p>Demonstrate knowledge of words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement.</p>	<p>Demonstrate the ability to describe movement through the use of pictures and words.</p>	<p>Demonstrate the ability to describe movement through the use of pictures and words.</p>

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Music 3. Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music. Music Written Evaluation	<p>Through listening, analyze and evaluate their own and others' performances, improvisations and compositions by identifying and comparing them with similar works and events.</p> <p>Use appropriate terms to reflect a working knowledge of the musical elements.</p> <p>Demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance.</p> <p>Use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events).</p> <p>Use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived.</p> <p>Use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.</p>	<p>Through listening, analyze and evaluate their own and others' performances, improvisations and compositions by identifying and comparing them with similar works and events.</p> <p>Use appropriate terms to reflect a working knowledge of the musical elements.</p> <p>Demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance.</p> <p>Use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events).</p> <p>Use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived.</p> <p>Use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.</p>	<p>Demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance.</p> <p>Use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events).</p> <p>Use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived.</p> <p>Use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.</p>	<p>Use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived.</p> <p>Use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.</p>	<p>Instruments can alter pitch, loudness, duration, and timbre.</p> <p>Describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.).</p> <p>Describe their understanding of particular pieces of music and how they relate to their surroundings.</p>	<p>Instruments can alter pitch, loudness, duration, and timbre.</p> <p>Describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.).</p> <p>Describe their understanding of particular pieces of music and how they relate to their surroundings.</p>	<p>Describe their understanding of particular pieces of music and how they relate to their surroundings.</p>	<p>Describe their understanding of particular pieces of music and how they relate to their surroundings.</p>	<p>Describe their understanding of particular pieces of music and how they relate to their surroundings.</p>

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Theatre 3. Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.	<p>Use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances.</p> <p>Examine and discuss the use of other art forms in a theatre production.</p> <p>Explain how drama/theater experiences relate to other literary and artistic events.</p>	<p>Use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances.</p> <p>Examine and discuss the use of other art forms in a theatre production.</p> <p>Explain how drama/theater experiences relate to other literary and artistic events.</p>	<p>Use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances.</p> <p>Examine and discuss the use of other art forms in a theatre production.</p> <p>Explain how drama/theater experiences relate to other literary and artistic events.</p>	<p>Examine and discuss the use of other art forms in a theatre production.</p> <p>Explain how drama/theater experiences relate to other literary and artistic events.</p>	<p>Discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology.</p> <p>Identify the use of other art forms in theatre productions.</p> <p>Explain the relationship of theatre to film and video.</p>	<p>Discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology.</p> <p>Identify the use of other art forms in theatre productions.</p> <p>Explain the relationship of theatre to film and video.</p>	<p>Discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology.</p> <p>Identify the use of other art forms in theatre productions.</p> <p>Explain the relationship of theatre to film and video.</p>	<p>Discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology.</p>	<p>Discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology.</p>
Theater Written Evaluation									

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
Visual Arts 3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.	<p>Discuss and write their analyses and interpretations of their own words of art and the art of others, using appropriate critical language.</p> <p>Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.</p> <p>Compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms.</p> <p>Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.</p>	<p>Discuss and write their analyses and interpretations of their own words of art and the art of others, using appropriate critical language.</p> <p>Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.</p> <p>Compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms.</p> <p>Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.</p>	<p>Identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms.</p> <p>Compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms.</p> <p>Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.</p>	<p>Compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms.</p> <p>Compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline.</p>	<p>Explain their reflections of the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.</p> <p>Explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.).</p> <p>Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.).</p>	<p>Explain their reflections of the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.</p> <p>Explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.).</p> <p>Explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.).</p>	<p>Explain their reflections of the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.</p>	<p>Explain their reflections of the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.</p> <p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.</p>	<p>Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.</p>
Visual Arts Written Evaluation									

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Standard 4 Understanding the Cultural Dimensions and Contributions of the Arts									
Dance									
4. Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.	<p>Identify the major dance forms of specific world cultures past and present.</p> <p>Identify some of the major dance artists from diverse cultures.</p> <p>Show how specific dance forms are related to the culture from which they come.</p>	<p>Identify the major dance forms of specific world cultures past and present.</p> <p>Identify some of the major dance artists from diverse cultures.</p> <p>Show how specific dance forms are related to the culture from which they come.</p>	<p>Identify some of the major dance artists from diverse cultures.</p> <p>Show how specific dance forms are related to the culture from which they come.</p>	<p>Show how specific dance forms are related to the culture from which they come.</p>	<p>Identify basic dance movements that are typical of the major world cultures.</p> <p>Explain the settings and circumstances in which dance is found in their lives and those of others, both past and present.</p>	<p>Identify basic dance movements that are typical of the major world cultures.</p> <p>Explain the settings and circumstances in which dance is found in their lives and those of others, both past and present.</p>	<p>Explain the settings and circumstances in which dance is found in their lives and those of others, both past and present.</p>		
Dance From Many Cultures									

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
Music 4. Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.	<p>Identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk art, and contemporary selections from the basic cultures that represent the peoples of the world.</p> <p>Identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections.</p> <p>Discuss the current and past cultural, social, and political uses for the music they listen to and perform.</p> <p>In performing ensembles, read and perform repertoire in a culturally authentic manner.</p>	<p>Identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk art, and contemporary selections from the basic cultures that represent the peoples of the world.</p> <p>Identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections.</p> <p>Discuss the current and past cultural, social, and political uses for the music they listen to and perform.</p> <p>In performing ensembles, read and perform repertoire in a culturally authentic manner.</p>	<p>Identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk art, and contemporary selections from the basic cultures that represent the peoples of the world.</p> <p>Discuss the current and past cultural, social, and political uses for the music they listen to and perform.</p> <p>In performing ensembles, read and perform repertoire in a culturally authentic manner.</p>	<p>Discuss the current and past cultural, social, and political uses for the music they listen to and perform.</p> <p>In performing ensembles, read and perform repertoire in a culturally authentic manner.</p>	<p>Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.</p> <p>Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections.</p> <p>Identify the primary cultural, geographical, and historical settings for the music they listen to and perform</p>	<p>Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.</p> <p>Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections.</p> <p>Identify the primary cultural, geographical, and historical settings for the music they listen to and perform</p>	<p>Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.</p> <p>Identify the primary cultural, geographical, and historical settings for the music they listen to and perform</p>	<p>Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.</p>	<p>Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world.</p>
Music From Many Cultures									

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kinderga. Milestones
Theatre 4. Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present. Theater From Many Cultures	Improvise scenes based on information about various cultures. Create intercultural celebrations using props, settings, and costumes. Explain how drama/theatre experiences relate to themselves and others.	Improvise scenes based on information about various cultures. Create intercultural celebrations using props, settings, and costumes. Explain how drama/theatre experiences relate to themselves and others.	Create intercultural celebrations using props, settings, and costumes. Explain how drama/theatre experiences relate to themselves and others.	Create intercultural celebrations using props, settings, and costumes. Explain how drama/theatre experiences relate to themselves and others.	Dramatize stories and folk tales from various cultures. Engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups. Discuss how classroom theatre activities relate to their lives.	Dramatize stories and folk tales from various cultures. Engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups. Discuss how classroom theatre activities relate to their lives.	Dramatize stories and folk tales from various cultures. Engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups. Discuss how classroom theatre activities relate to their lives.	Dramatize stories and folk tales from various cultures. Engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups. Discuss how classroom theatre activities relate to their lives.	Dramatize stories and folk tales from various cultures.

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Milestones	3rd Grade Milestones	2nd Grade Milestones	1st. Grade Milestones	Kindergarten Milestones
Visual Arts 4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the artwork. Students will explore art to understand the social, cultural, and environmental dimensions of human society. Visual Arts From Many Cultures	<p>Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.</p> <p>Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States.</p> <p>Create art works that reflect a particular historical period of a culture.</p>	<p>Demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures.</p> <p>Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States.</p> <p>Create art works that reflect a particular historical period of a culture.</p>	<p>Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States.</p> <p>Create art works that reflect a particular historical period of a culture.</p>	<p>Demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States.</p> <p>Create art works that reflect a particular historical period of a culture.</p>	<p>Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.</p> <p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture.</p>	<p>Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures.</p> <p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture.</p>	<p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture.</p>	<p>Look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics.</p> <p>Create art works that show the influence of a particular culture.</p>	<p>Look at a variety of art works and artifacts from diverse cultures of the United States</p>

SOCIAL STUDIES

Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
				<p>Understands why periods in history are categorized. Aware of crucial turning points in New York state and United States history and able to explain their significance.</p> <p>Identifies why the US became an important nation at the turn of the century and how its rule at home and in the world changed over time.</p>	Explains those values, practices, and traditions that unite all Americans.	Identifies holidays, symbols, values and traditions that Americans share.			

Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
<p>2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from all variety of perspectives.</p>	<p>Describes the reasons for periodizing history in different ways.</p> <p>Investigates key turning points in New York State and United States history and explain why these events or developments are significant.</p> <p>Understands the relationship between the relative importance of United States domestic and foreign policies over time.</p> <p>Analyzes the role played by the United States in international politics, past and present.</p>	<p>Explains the reasons for the classifying of historic information into periods of history.</p> <p>Investigates important turning points in New York State and demonstrates ability to explain importance of these events and changes.</p> <p>Understands and can explain key changes in United States domestic and foreign policy.</p> <p>Explains the position and actions of United States foreign policy in the past and present.</p>	<p>Identifies certain important periods of history and understands why time periods are grouped together.</p> <p>Recognizes the idea of a turning point in history and demonstrates ability to identify them using Middle East, Africa, Asia and/or Western Europe.</p> <p>Recognizes America's past and present role in these countries.</p> <p>Discusses the causes and effects of United States involvement in different parts of the world at various times of the present and the past.</p>	<p>Examines the position of the United States in global politics in the present and the past.</p> <p>Investigates people from a variety of ethnic, natural and religious backgrounds including Native Americans such as the Iroquois in New York City, and New York State.</p> <p>Presents well organized findings on achievements of individuals and groups in New York State the nation.</p>	<p>Gathers and organizes information about the traditions transmitted by various groups living in their neighborhood and community.</p> <p>Recognizes how traditions and practices were passed from one generation to the next</p> <p>Distinguishes between near and distant past and interpret simple timeliness</p>	<p>Explains benefits of contributions made by immigrants to America.</p> <p>Recognizes the role of family members in preserving, and transmitting tradition and culture.</p> <p>Differentiates between different periods of the past and demonstrates understanding of simple timeline.</p>	<p>Understands why laws are developed for neighborhoods and communities.</p> <p>Investigates favorite family celebration, custom or tradition and how it has been passed down.</p> <p>Identifies events during different parts of the past.</p> <p>Understands the difference between near and distant past.</p> <p>Has basic understanding of timelines.</p>	<p>Awareness of the different groups in their neighborhood. Identifies these groups by name and knows information about them.</p> <p>Recognizes the idea that values and customs are passed down from one generation to the next.</p> <p>Understands the idea of the past and can name events from the past of their own lives.</p>	

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3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	<p>Completes well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups including Native American Indians, in New York State and the United States at different times and in different locations.</p> <p>Gathers and organizes information about the important achievements and contributions of individuals and groups living in New York State and the United States.</p>	<p>Writes accurately about individuals and groups at different times in different parts of the country from various ethnic, national and religious groups, as well as investigates the ways of life of the Iroquois and other Native American Groups.</p> <p>Collects and arranges information about the accomplishments and contributions of individuals and groups living in New York State and in the United States.</p>		<p>Examines the diversity of cultures in the United States. Can explain why immigrants arrived and can discuss the accomplishments of regular and well-known people from unity, state and nation. Understands democratic values and the principles of the Declaration of Independence, bill of Rights and the state and national constitutions.</p>	<p>Gathers and organizes information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.</p>	<p>Explains contributions of diverse cultural groups to America, awareness of cultural diversity within community. Identification of Native American groups in New York City and New York State.</p> <p>Identifies terms <i>social, political, economic, technological, scientific and religion and demonstrates ability to categorize information based on the activity.</i></p>	<p>Identifies patriotic holidays and knows why they are celebrated. Explains why people wish to remember and celebrate their history. Examines achievements and accomplishments of individuals and groups in their communities including Native Americans.</p>	<p>Recognition of the symbols of America and awareness of national holidays and events. Recognition of various groups in their community including Native Americans.</p> <p>Awareness that information can be organized according to the activity.</p> <p>Identification of national leaders and their roles in our past.</p>	

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	Describes how ordinary people and famous historic figures in the local community, State and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights and other important historic major developments into categories such as social, political, economic, geographic, technological, scientific, cultural or religious institutions.	Explains verbally and in writing how ordinary people and renowned historic figures in local, state and nation have furthered the values as explained in the Declaration of Independence, the New York State Constitution and the United States Constitution. Investigates other important historical documents and analyzes social, political, religious, economic and geographic changes.	Demonstrates ability to gather information and write a thorough report in individuals and groups of people that made an impact on their countries' history. Explains the contributions of various figures in the history of countries and the effects that their contributions/ actions had on the world.	Explains important changes in history including all aspects of religion society, politics, economics, technology, science and culture.	Classifies information by type of activity: social, political, economic, technological, scientific, cultural or religious. Identifies individuals who have helped to strengthen democracy in the United States and throughout the world.	Identifies key people who have benefited the United States democracy and have effected other parts of the world.	Awareness of terms <i>social, political, economic, technological, scientific, cultural, religious</i> . Demonstrates ways that families are interdependent and how their responsibilities can be categorized according to those roles. Recognizes that United States elects leaders who make and carry out laws. Awareness of leaders remembered in history and understands what they are remembered for.		

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<p>4. The skills of historical analysis includes the ability to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p>	<p>Considers the sources of historic documents, narratives, or artifacts and evaluates their reliability.</p>	<p>Analyzes the sources of historic data such as writings, narratives, art or artifacts and examines the influences that inspired them.</p>	<p>Comprehends the various influences and motivations behind different versions of any historical event or time period.</p>	<p>Examines first hand accounts of art and artifacts from past civilizations and analyzes validity based on agreed upon criteria.</p>	<p>Considers different interpretations of key events and/or issues in history and understands the differences in these accounts.</p>	<p>Identifies dates in the past, present and future time periods.</p>	<p>Investigates events and examines different versions of the same event.</p>	<p>Demonstrates understanding that central events in history have different accounts.</p>	
	<p>Understands how different experiences beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.</p>	<p>Explains how various religious, political and social experiences cause people to develop different interpretations of historic events.</p>	<p>Compares and contrasts different events from various points of view in North African, Asian and or the Middle East and analyzes reasons for differing accounts.</p>	<p>Examines religious, political, social, economic and cultural reasons that account for different versions of crucial historic events.</p>	<p>Explores different experiences, beliefs, motives and traditions of people living in their neighborhoods, communities and State.</p>	<p>Creates timelines that show crucial events in world history.</p>	<p>Identifies family as basic unit of society. Investigates different beliefs, traditions and practices of various families of different cultures in community, city and state.</p>	<p>Collects information about community (beliefs, practices), examines changes that have happened.</p>	
	<p>Compares and contrasts different interpretations of key events and issues in New York State and United States history and explains reasons for these different account.</p>	<p>Compares and contrasts the motivations of leaders of history of important events in New York State and nation and explains reasons for these differing accounts. Explains historic events from the perspectives of those that were there.</p>	<p>Explains historic events from the perspectives of those that experienced them first. Hand.</p>	<p>Analyzes central events in New York State and National history and shows ability to compare and contrast different stories of same events.</p>	<p>Views historic events through the eyes of those who were there, and shown in their art, writings, music, and artifacts.</p>	<p>Identifies days, months, years, decades, centuries and millennia, understanding BC and AD as marking point.</p>	<p>Compares crucial events and contributions of varying items in world (African, Asian, Latin American and European) history.</p>	<p>Recognizes historic events as shown by those that experienced them through art, music, literature, etc.</p>	
	<p>Describes historic events through the eyes and experiences of those who were there.</p>					<p>Investigates varying experiences of people in their communities, neighborhood and state. Examines their inspirations and traditions.</p>			

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Standard 2 – World History									
1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	<p>Knows the social and economic characteristics such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods and religious and spiritual beliefs that distinguish different cultures and civilizations.</p> <p>Knows some important historic events and developments of past civilizations.</p> <p>Interprets and analyzes documents and artifacts related to significant developments and events in world history.</p>	<p>Knows social and economic characteristics including customs, ways of life, education and family traditions that characterize various cultures and civilizations.</p> <p>Identifies key historic events and changes that have developed in civilizations in the past.</p> <p>Investigates and analyzes documents and artifacts that tell about important events in history.</p>	<p>Explains customs, religious, economic systems, politics, education, foods and ways of life of different cultures and civilizations.</p> <p>Names specific events and changes of civilizations of the past.</p> <p>Investigates documents and artifacts to explain important points and changes in history of the world.</p>	<p>Familiar with cultures and traditions of Mexico, the Caribbean and Central America. Able to identify social, political economic and cultural practices including the role of women.</p> <p>Knowledge of crucial events in history and changes that have contributed to the civilizations in the world.</p> <p>Describes events in world history based on understanding of writings art and artifacts.</p>	<p>Reads historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths and weaknesses.</p> <p>Explores narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.</p> <p>Studies about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p>	<p>Recognizes the role of family members in transmitting traditions and all other aspects of their lives.</p> <p>Examines narrative versions of crucial moments in world history (African, Asian, Latin American, European) and analyzes different interpretations of the same events.</p> <p>Investigates various world cultures, their beliefs, achievements, traditions and values.</p>	<p>Appreciates the ways people celebrate history and culture.</p> <p>Investigates first hand accounts of key events in world history to understand how there are different versions of the same events in world history.</p> <p>Examines different cultures of the world focussing on their beliefs and achievements.</p>	<p>Identifies customs learned from friends in the community and family.</p> <p>Awareness of different narrative stories that describe events in history.</p> <p>Investigates different civilizations (beginning with those represented by the class) of the world based on their values and believes.</p>	

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2. Establishing timeframes exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history helps organize the study of world cultures and civilizations.	<p>Develops timelines by placing important events and developments in world history in their correct chronological order.</p> <p>Measures time periods by years, decades, centuries and millennia.</p> <p>Studies about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.</p>	<p>Draws timelines and places events in accurate chronological order.</p> <p>Knows how to measure time in years, decades, centuries and millennia.</p> <p>Understands meaning of turning points in history through analyzing the cases and effects of important events.</p>	<p>Creates timelines and places events in order of their occurrence.</p> <p>Recognizes spans of history by years, decades, centuries and millennia.</p> <p>Analyzes causes and effects of major turning points in history and understands the effects of these changes on the history of the world.</p>	<p>Able to place events on a time line in the order in which they happened.</p> <p>Recognizes time spans of years, decades, centuries & millennia.</p> <p>Identifies turning points in world history by describing causes of events and the effects they had.</p>	<p>Distinguishes between past, present and future time periods.</p> <p>Develops timelines that display important events and eras from world history.</p> <p>Measures and understands the meaning of calendar time in terms of years, decades, centuries and millennia, using BC and AD as reference points.</p> <p>Compares important events and accomplishments from different time periods in world history.</p>	<p>Identifies dates in past, present and future.</p> <p>Creates timelines that show crucial events in world history. Identifies days, months, years, decades, centuries and millennia with an understanding of BC and AD.</p> <p>Compares crucial events and contributions of varying times in world (Africa, Asia, Latin America and Europe).</p>	<p>Recognizes important dates in the past, present and future.</p> <p>Demonstrates ability to place events from history of New York City on a time line.</p> <p>Demonstrates knowledge of days, months, years, decades and centuries on calendar. Has concept of BC and AD.</p> <p>Discusses ways communities have changed during different times in history. Examines major accomplishments in the world.</p>	<p>Identification of events past, present and future.</p> <p>Awareness that events other than their own experience can be measured and drawn onto a timeline.</p> <p>Recognition of a calendar and demonstration of days, months and years.</p> <p>Comparison of events in past to present.</p>	

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<p>3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>Investigates the roles and contributions of individuals and groups in relation to key social, political, cultural and religious practices throughout world history.</p> <p>Interprets and analyzes documents and artifacts related to significant developments and events in world history.</p> <p>Classifies historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological and historic.</p>	<p>Researches and explains the contributions of individuals and groups that have made religious, political and economic innovations that have affected the world.</p> <p>Demonstrates ability to categorize information based on what is required for the assignment into social, political, economic, geographic, scientific and geographic domains.</p> <p>Demonstrates ability to explain the literal meaning of primary sources including answering the who, what, when, where, why and how questions of events described.</p>	<p>Researches the positions and achievements of important individuals and groups and understands their contributions to politics, religion, culture and society.</p> <p>Separates historic information, based on the nature of the task, into categories of social, cultural, political, economic, geographic, scientific, technological and historic.</p> <p>Able to explain the meaning of primary source documents and answer the who, what, when, where, how questions.</p>	<p>Identifies key roles and achievements of individuals and groups in world history based on their contributions to society, politics, religion and culture.</p> <p>Discusses what certain writings, art and artifacts tell about important events and changes in world history. Focus on North America, central and South America.</p> <p>Differentiates the type of information based on the resources provided in social, cultural, political, economic, geographic, scientific technological and historic domains.</p>	<p>Understands the roles and contribution of individuals and groups to social, political, economic, cultural, scientific technological and religious practices and activities.</p> <p>Gathers and presents information about important developments from world history.</p> <p>Understands how the terms social, political, economic and cultural can be used to describe human activities or practices.</p>	<p>Recognizes duties and achievements of individuals and groups in practices dealing with aspects of society, politics economics, culture, science, technology and religion.</p> <p>Collects information and demonstrates understanding of changes at different periods of world history in various countries.</p> <p>Demonstrates understanding of how terms social, political, economic and cultural are used. Explains how these terms can be used to how people's actions and practices in different countries.</p>	<p>Identifies the achievements of individuals and groups in their communities and city.</p> <p>Demonstrates knowledge of important contributions and turning points in world history.</p> <p>Identifies the terms social, political, economic and cultural. Demonstrates ability to give examples of each in terms of people's jobs or actions.</p>	<p>Identifies the terms such as religion, politics and society and examines individuals' and groups contributions.</p> <p>Investigates and presents a custom, belief or tradition learned from family, community or friend.</p> <p>Recognizes terms society, politics and culture and understands that these terms can be used to describe activities.</p>	

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<p>4. The skills of historical analysis include the ability to investigate different and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>	<p>Explains the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed.</p> <p>Analyzes different interpretations of important events and themes in world history and explains the various frames of reference expressed by different historians.</p>	<p>Investigates different versions of crucial events in world history, and understands why there are differing accounts.</p> <p>Examines historical events from the perspectives of these that were there by reading literature, diaries, letters, and analyzing art and artifacts.</p> <p>Researches key events and changes in world history through asking essential questions, finding relevant data, differentiating between fact and opinion and imagining the causes and effect of each situation.</p>	<p>Recognizes the various influences that affect the accounts of crucial events and themes of world history.</p> <p>Understands history from many different perspectives through analyzing first hand accounts as found in narratives, diaries, artifacts, music, and architecture.</p> <p>Asks essential questions about major events in world history, understands how to differentiate fact from opinion by analyzing the causes and effects of the period being studied,</p>	<p>Identifies key roles and achievements of individuals and groups in world history based on their contributions to society, politics, religions and culture.</p> <p>Discusses writings, art and artifacts and their messages about important events and changes in world history with a focus and North American, Central and South America.</p>	<p>Considers different interpretations of key events and developments in world history and understands the differences in these accounts.</p> <p>Explores the lifestyles, beliefs, traditions, rules and laws and social/cultural needs and wants of people during different periods in history and in different parts of the world.</p> <p>Views historic events through the eyes of those who were there as shown in their art, writings, music and artifacts.</p>	<p>Analyzes various accounts of major events and changes in world history and compares various accounts of these events.</p> <p>Examines the ways of life, laws religions and social cultural needs and wants of people during different points in history around the world.</p> <p>Explores moments in history from the accounts of those who experience them as depicted in music, writing and drama.</p>	<p>Understands several crucial events in world history and shows awareness that each event has differing versions.</p> <p>Investigates the beliefs, laws, customs and traditional practices by people in different parts of the world at various points in history.</p> <p>Examines primary sources by studying art, music and writing to see how people tell their accounts of what happened to them.</p>	<p>Appreciation that there are varying versions of events and changes in the world.</p> <p>Examines the beliefs, practices, traditions and ways of life of people from different countries at different points in history.</p>	

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	<p>Views history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.</p> <p>Investigates important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause and effect relationships, testing these hypotheses and forming conclusions</p>			<p>Differentiates the type of information based on the resources provided into social, cultural, political, economic, geographic, scientific, technological, and historic domains.</p> <p>Extrapolates the who, what, when, where, why and how from given writing or first hand accounts and explains consequences of that event.</p> <p>Understands why there are different versions of the same events in world history and explains why accounts vary.</p>					
				<p>Demonstrates knowledge of major events of history in this hemisphere as told by those who experienced them through studying their writing, art, literature, music and artifacts.</p> <p>Differentiates fact from opinion concerning major events in world history through asking essential questions, conducting research and guessing about possible outcomes</p>					

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Standard 3 – Geography									
1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), Human systems, environment and society and the use of geography.	<p>Maps information about people, places and environments.</p> <p>Understands the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite-produced images, and models.</p> <p>Investigates why people and places are located where they are located and what patterns can be perceived in these locations.</p> <p>Describes the relationships between people and environments and the connections between people and places.</p>	<p>Draws maps of people, places and the earth.</p> <p>Interprets maps, globes, aerial and photographs of earth.</p> <p>Researches why people live in certain areas of the world and understands how to draw connections and patterns that exist.</p> <p>Explains the interdependent relationship between people and the earth.</p>	<p>Understands how to draw maps from information about people, places and environments.</p> <p>Identifies the qualities and functions of globes, maps, aerial views and other pictures of the earth.</p> <p>Investigates the relationship between geography and patterns of life of people based on where they live.</p> <p>Explains the various relationships between people and their environments.</p>	<p>Makes maps using information about people, earth and various locations.</p> <p>Demonstrates knowledge of hemispheres, longitude, latitude, the equator and the prime meridians.</p> <p>Compares and contrasts people's way of life based on the places they live.</p> <p>Understands how people's way of life depends on the environment.</p>	<p>Studies about how people live, work and utilize natural resources.</p> <p>Draws maps and diagrams that serve as representations of places, physical features and objects.</p> <p>Locates places within the local community, State and nation; locates the Earth's continents in relation to each other and to principal parallels and meridians.</p> <p>Identifies and compares the physical, human and cultural characteristics of different regions and people.</p> <p>Investigates how people depend on and modify the physical environment.</p>	<p>Examines people's way of life and use of the environment.</p> <p>Demonstrates understanding of who to draw maps and diagrams that depict places including physical and human characteristics.</p> <p>Identifies locations in New York City, New York State and United States of America.</p> <p>Demonstrates ability to locate the continents and understands parallels and meridians.</p> <p>Identifies and compares various people's human and physical characteristics.</p> <p>Examines how groups of people are influenced by environmental and geographic features and how they change the earth to meet their needs.</p>	<p>Understands how lifestyles are influenced by seasonal climate patterns.</p> <p>Identifies community on local and state maps and shows ability to draw their own maps showing physical feature.</p> <p>Understands directional terms like N, S.W. and E to locate places in classroom, community and state.</p> <p>Investigates terms <i>physical, human and cultural characteristics</i> and applies application of terms to people in different regions.</p> <p>Identifies the reasons why things are located in a specific place, why the place is important and how it relates to other places using examples of the community" school, library, hospital, fire department, etc.</p>	<p>Identification of how people use the environment to meet their needs.</p> <p>Demonstrates understanding of how to draw maps that show location and objects in the classroom.</p> <p>Recognizes places in the neighborhood, community and state.</p>	

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2. Geography requires the development of application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	<p>Formulates geographic questions and defines geographic issues and problems.</p> <p>Uses a number of research skills (e.g.) computer databases, periodicals, census reports, maps, standard reference works, interview (surveys) to locate and gather geographical information about issues and problems.</p>	<p>Asks crucial questions about environmental problems.</p> <p>Has knowledge of various research skills like using computer databases, periodicals, newspapers, reference books and surveys in order to collect geographic material.</p>	<p>Ability to come up with questions about the environment and problems facing the earth.</p> <p>Ability to demonstrate a variety of research skills such as using maps, graphs, card catalogues, reference books, periodicals and surveys to put together information about the environment's current issues and problems.</p>	<p>Demonstrates understanding of environmental hazards asks pertinent questions and predicts issues concerning the earth.</p> <p>Gathers and comprehends information that regarding environmental issues through the use of computers, magazines and interviews.</p>	<p>Asks geographic questions about where places are located; why they are located where they are; what is important about their locations and how their locations are related to the location of other people and places.</p> <p>Gathers and organizes geographic information from a variety of sources and displays in a number of ways.</p>	<p>Inquires into geographic issues regarding how and why people live in various areas and how their ways of life change the environment based on the kinds of lifestyles they have.</p> <p>Collects and classifies information about the earth from various sources such as atlas, textbooks encyclopedias and shows findings in many different ways.</p>	<p>Investigates the reasons that things are located at a given place, why the place is important and how it relates to other places using examples in the community.</p> <p>Finds and arranges information about the earth starting with their community and displays it in a variety of ways.</p> <p>Identifies the meaning of various kinds of symbols used in community.</p>	<p>Investigates land, water and mountains on maps.</p> <p>Recognizes how humans depend on the environment and how they change it.</p> <p>Understands how to follow directions accurately when asked to locate an object.</p>	

Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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	<p>Presents geographic information in a variety of formats including maps, tables, graphs, charts, diagrams, and computer generated models.</p> <p>Interprets geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.</p>	<p>Demonstrates information about earth in various mediums including maps, tables, charts and diagrams.</p> <p>Analyzes geographic information by putting together data and making generalizations and conclusions as well as raising current issues and problems.</p>	<p>Understands how to draw tables, graphs, maps, charts and diagrams in order to present information about the environment.</p> <p>Investigates geographic information through bringing together data for formulating conclusions based on the data.</p>	<p>Explains environment using maps, charts, tables and diagrams.</p> <p>Puts together all sources of information about earth in order to draw conclusions concerning patterns of environmental problems and current environmental issues</p>	<p>Analyzes geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data</p>	<p>Examines information about the earth through drawing comparisons, analyzing patterns and relationships and understanding geographic information.</p>		<p>Understands how to follow directions accurately when asked to locate an object that is near/far, right/left, top/bottom, above/below, here/there, up/down, over/under.</p> <p>Collects geographic information about the classroom and the community and draws maps and pictures to show understanding.</p> <p>Compares maps made by students of the community to maps of other communities.</p>	
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
Standard 4 – Economics									
1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economic systems throughout the world.	<p>Explains how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural and human resources.</p> <p>Defines basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems.</p> <p>Understands how scarcity requires people and nations to make choices which involves costs and future considerations.</p> <p>Understands how people in the United States and throughout the world are both producers and consumers of goods and services.</p>	<p>Comprehends how countries and various societies meet the basic needs of their populations by using whatever moneys, human and natural resources exist.</p> <p>Understands basic economic concepts such as scarcity, supply and demand, resources, opportunities and economic growth.</p> <p>Identifies the choices that countries and individuals have to make in order to survive with scarcity of resources.</p> <p>Understands how the United States and other nations are both consumers and producers of goods and services.</p>	<p>Compares and contrast she economies of China and Japan to identify who different nations try to meet unlimited needs and wants with limited resources.</p> <p>Defines central economic ideas like scarcity, supply and demand, opportunity costs, resources and economic growth.</p> <p>Comprehends how limited resources require people and countries to make economic choices and foresee further possibilities and problems.</p>	<p>Shows understanding of the connections between forms of government and the effects on people in terms of their rights and basic needs.</p> <p>Recognizes the causes and conditions of how constitutional democracies grow, starting from the United States.</p> <p>Compares and contrasts North America with other countries with a focus on the Caribbean, Central and South America.</p> <p>Demonstrates understanding of how a nation's values are reflected in their constitutions and legal systems.</p>	<p>Knows some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p>Explains how people's wants exceed their limited resources and that this condition defines scarcity.</p> <p>Knows that scarcity requires individuals to make choices and that these choices involve costs.</p> <p>Studies a out how the availability and distribution of resources in important to a nation's economic growth.</p>	<p>Knows methods that individuals and groups use to meet their survival needs and consumer desires using a limited amount of resources.</p> <p>Understands the effects of scarcity on consumer decisions.</p> <p>Analyzes societies that are both producers and consumers and understands how this effects their economic situations.</p> <p>Understand show societies decide what and how they will produce and who will provide them with services and products.</p>	<p>Identifies goods and services and who produces them in the community.</p> <p>Examines basic needs of all people and how they are met. Understands the term <i>scarcity</i>. Can explain the conflict between unlimited wants and limited needs.</p> <p>Evaluates choices that are made by consumers. Explains the conflict between unlimited wants and limited resources.</p> <p>Identifies the ways people get money to meet their needs and wants and how this affects the economy.</p>	<p>Identification of wants and needs of their families and how they are met.</p> <p>Investigates how people's wants are often more than their needs and how the environment is affected by the many needs that people have.</p> <p>Recognition that choices must be made between wants and needs and that wants and needs have costs.</p> <p>Understands how goods in society are spread out.</p>	

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
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	<p>Investigates how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems.</p> <p>Describes how traditional command, market, and mixed economies answer the three fundamental economic questions.</p> <p>Explains how nations throughout the world have joined with one another to promote economic development and growth.</p>	<p>Researches how people in the United States and around the world answer the basic economic questions and come up with solutions to these economic problems.</p> <p>Explains traditional command, market and mixed economies and understands how each of these models present solutions to the basic economic questions.</p> <p>Understands how countries rely on each other through trade to grow their economy development and growth.</p>	<p>Understands how people in the United States and all over the world are both producers and consumers of goods, and demonstrates ability to give specific examples.</p> <p>Investigates how people in countries in Asia, Africa and the Middle East approach the fundamental economic questions.</p> <p>Compares and contrasts traditional command and mixed economies in Asia.</p> <p>Understands the concept of interdependence and can give examples of how nations support each other's economies through trade.</p>		<p>Understands how societies organize their economies to answer three fundamental economic questions: what goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <p>Investigates how a production, distribution, exchange and consumption of goods and services are economic decisions with which all societies and nations must deal.</p>	<p>Understands that all countries made decisions about such economic issues as who produces goods, who buys them, who distributes them and who uses them.</p>	<p>Identifies how goods and services are used and made within the school.</p> <p>Identifies public services provided by community. Explains the need for taxes in order to provide necessary community services. Investigates the terms <i>production, distribution, exchange and consumption</i></p>	<p>Matches tools to workers that use them, recognizes things workers make and who they are made for.</p> <p>Identifies goods and services.</p>	
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
2. Economics requires the development and application of skills needed to make informed and well-reasoned economic decisions in daily and national life.	<p>Identifies and collects economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources.</p> <p>Organizes and classifies economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate tables for data.</p>	<p>Gathers economic information from a variety of sources including periodicals, newspapers, computers, textbooks and reference books.</p> <p>Categorizes economic information and demonstrates ability to differentiate between fact and opinion. Shows ability to organize information into correct chronological order.</p>	<p>Researches economic information from various countries from newspapers, reference books, periodicals, computers and textbooks.</p> <p>Separates and classifies different types of economic questions by differentiating between important and irrelevant information and by putting things in order and choosing relevant data.</p>	<p>Recognizes the processes of the law and civic beliefs and how they are included in the New York State and United States constitution.</p> <p>Demonstrates understanding of who the untied States and New York State constitutions are written and how they evolved.</p>	<p>Locates economic information, using card catalogues, computer databases, indices, and library guides.</p> <p>Collects economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources.</p>	<p>Finds information about the economy on computers, through card catalogs and other library guides.</p> <p>Identifies economic information in textbooks, encyclopedias, newspapers, magazines and has ability to identify primary and secondary sources.</p>	<p>Recognizes economic terms using card catalogs, computers and library guides.</p> <p>Investigates economic terms in textbooks, and newspapers.</p> <p>Demonstrates ability to make educated guesses about economic matters and problems as well as ability to eliminate incorrect choices.</p>	<p>Identification of costs, matching costs to items using computers.</p> <p>Recognition of economic symbols in textbooks, newspapers and primary sources like coupons or advertisements.</p> <p>Investigation of making informed guesses about numbers, weeding out guesses to choose best ones.</p>	

Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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	<p>Evaluates economic data by differentiating fact from opinion and identifying frames of reference.</p> <p>Develops conclusions about economic issues and problems by creating broad statements, which summarize findings and solutions.</p> <p>Presents economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.</p>	<p>Differentiates economic fact from opinion and recognizes various frames of references.</p> <p>Summarizes and concludes economic problems through synthesizing information that has been collected.</p> <p>Demonstrates understanding of economic issues through presentation of visuals such as charts, tables, diagrams, models and timelines.</p>	<p>Differentiates fact from opinion and gives examples of each providing evidence.</p> <p>Develops generalizations about economic situations and problems by making conclusions based on research.</p> <p>Finds or creates visual information to explain ideas like charts, tables and graphs to further demonstrate knowledge.</p>	<p>Recognizes the powers of the federal and state governments.</p> <p>Appreciates the values ideals of democracy.</p> <p>Explains concepts of liberty, equality and justice.</p>	<p>Makes hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary.</p> <p>Presents information by developing charts, tables, diagrams and simple graphs.</p>	<p>Ability to develop informed guesses about economic issues using probability and elimination techniques.</p> <p>Displays economic materials through making simple graphs, charts, tables and diagrams.</p>	<p>Demonstrates understanding of how to display economic information by making charts, tables and simple graphs.</p>	<p>Knows how to draw simple charts and graphs to amounts.</p>	
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
Standard 5 – Civics, Citizenship and Government									
1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the different assumptions held by people across time and place regarding power, authority, governance and law.	<p>Analyzes how the values of a nation affect the guarantee of human rights and make provisions for human needs.</p> <p>Considers the nature and evolution of constitutional democracies.</p> <p>Explores the rights of citizens in other parts of the hemisphere and determines how they are similar to and different from the rights of American citizens.</p>	<p>Explains how different countries have values that effect the rights of their citizens. Explains how needs of citizens are provided for.</p> <p>Analyzes the reasons and changes that effects the growth of constitutional democracies.</p>	<p>Understands how beliefs of nations in Middle East, Asia and Africa influence human rights conditions and take care of basic needs of citizens.</p> <p>Compares and contrasts constitutional democracies with other forms of government in various countries.</p>	<p>Explains how the United States Constitution balances majority rule and minority rights.</p> <p>Understands the responsibilities of citizenship in new York and the nation as well as how the role of citizenship and interpretations of the constitution have changed over time.</p>	<p>Knows the meaning of key terms and concepts related to government including democracy, power, citizenship, nation-state and justice.</p> <p>Explains the probable consequences of the absence of government and rules.</p> <p>Describes the basic purposes of government and the importance of civic life.</p>	<p>Identifies terms concerning government such as power, democracy citizenship, state nation and justice.</p> <p>Analyzes the effects of various nations without state government and laws.</p> <p>Explains the fundamental goals of government and the jobs of citizens in NY Sate and in the nation.</p>	<p>Awareness of terms <i>government, citizenship, democracy, power, nation, state</i> and <i>justice</i>.</p> <p>Identifies rules and was of community and city. Investigates what would happen if there were not rules or laws.</p> <p>States reasons for rules for family, community and city and the responsibility of family members and citizens.</p>	<p>Awareness of meaning of citizenship and some responsibilities that go with it.</p> <p>Demonstrates a problem and relates a rule that would be appropriate to its solution. Imagines possibilities of what might happen without rules.</p> <p>Recognizes the term government and why it exists. beliefs.</p>	

Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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	Analyzes the sources of a nation's values as embodied in its constitution status, and important court cases.	Compares and contrasts the rights of United States citizens with the rights of citizens in different countries in the world. Understands how a nation's crucial documents such as the constitution and important court cases embody that country's values and principles.	Analyzes and compares human rights of people in the United States with those of people in nations they have studied in Asia, Africa and the Middle East. Investigates how the values of nations influence their written constitutions and major court cases.	Recognized that citizen's rights are protected under the Bill of Rights. Able to discuss responsibilities of citizenship and explain the effects of participation or lack thereof.	Understands that social and political systems are based upon people's beliefs. Discusses how and why the world is divided into nations and what kinds of governments other nations have.	Recognizes that each political and social system in world is based on people's beliefs. Examines why and how the world is separated into countries and explains the forms of government in the nations studied.	Able to explain ethnic background of individuals and the customs which shape society and politics.	Identifies people's beliefs and how citizenship and government are connected to beliefs. Identifies other nations and other people's	
Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
2. The state and federal governments established by the constitutions of the United States and the State of New York embody the basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights and respect for self, others and property), principles, and practices and establish a system of shared and limited government.	Understands how civic values reflected in United States and New York State constitutions have been implemented through laws and practices. Understands that the New York State Constitution along with a number of other documents serve as a model for the development of the United States Constitution. Compares and contrasts the development and evolution of the constitutions of the United States and New York State.	Comprehends how values of the citizens of the United States are shown in the New York State and national constitutions and in the laws and practices of those laws. Compares and contrasts the motivations and needs of people writing the New York State and United States Constitutions. Defines federalism and demonstrates ability to explain the powers of the national, state and city governments as explained in their constitutions.	Understands how the values are synthesized into constitutions of countries they are studying. Understands how French and British constitutions and early tries in Egypt and the League of the Iroquois served as basis for the American Constitution. Compares and contrasts the constitutions of countries in Asia, North Africa and the Middle East.	Understands how to be a citizen who is aware of current situations that affect him or her. Recognizes similarities and differences regarding being a citizen of both the state and the country. Listens to different viewpoints without judging them and agrees to disagree.	Explains how the Constitution of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States. Understands the basic civil values that are the foundations of American constitutional democracy. Knows what the United States Constitution is and why it is important.	Identifies democratic values such as justice, freedom equality and explores how these values are included in the United States and New York State Constitutions. Explores values in the Bill of Rights. Identifies the values that American citizens have and how these values are based on the ideals of our constitutional democracy.	Recognizes different nations and their forms of rules. Familiar with simplified versions of New York City and New York State constitution as well as the Bill of Rights. Investigates the terms <i>democracy</i> and <i>constitution</i> . Explains values found in laws of the city and compares them with laws of the nation.	Recognizes the values and term democracy; Demonstrates understanding by giving examples of both. Identification of values in the home, classroom and community. Recognition of the term civics. Investigates term constitution as a written set of ideas/principles and recognizes that United States has one.	

Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
	<p>Defines federalism and describes the powers granted to the national and state governments by the United States Constitution.</p> <p>Values the principles, ideals and core values of the American democratic system based upon the premises of human dignity, liberty, justice and equality.</p> <p>Understands how the United states and New York State Constitutions support majority rule but also protect the rights of the minority.</p>	<p>Appreciates the principles, ideals and values of American democratic systems and understands ideas of liberty, justice and equality.</p> <p>Comprehends how New York State and national constitution uphold majority rights while also protecting the rights of the minority.</p>	<p>Understands terms like National/Federal, state/city and can give examples of how governments are decentralized in countries in Asia, North Africa and the Middle East.</p> <p>Understands the basic values of human rights, freedom, liberty and equality that are central to a democracy.</p> <p>Understands how the united State constitution protects the rights of minorities and compares it to other constitutions they have studied.</p>	<p>Discusses importance of the role of communication and respect for each other as crucial ingredients of al democracy.</p> <p>Ability to resolve conflicts creatively in the classroom, school and community.</p>	<p>Understands that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of governments.</p> <p>Understands the structure of New York State and local governments, including executive, legislative and judicial branches.</p> <p>Identifies their legislative and executive representatives at the local, state and national governments.</p>	<p>Recognizes the United States Constitution and understands its significance.</p> <p>Identifies that the New York City, New York State and United States constitutions are written plans to organize the workings of government.</p> <p>Identifies the legislative, executive and judicial branches of government in New York City and New York State governments.</p> <p>Knows legislators at city, state and federal levels of government.</p>	<p>Recognizes the United states Constitution and its significance.</p> <p>Demonstrates understanding that New York City, New York State and United States constitutions are written programs to categorize the jobs of the city, state and national government.</p> <p>Dourness of the terms <i>executive, judicial and legislative.</i></p> <p>Can identify an individual from executive, legislative and judicial branches and has basic understanding of their tasks.</p>	<p>Recognizes that the state and country have a constitution and can think and verbalizes the kinds of ideas that are written down.</p> <p>Understands that government is broken down into several parts run by different people.</p> <p>Investigates the terms legislative, executive and representative. Identifies one person at each level.</p>	

Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Explains what citizenship means in a democratic society, how citizenship is defined in the constitution and other laws of the land, and how the definition of citizenship has changed in the United states and New York state over time.	Analyzes the meaning of citizenship in a democratic society as explained in the constitution and other laws. Understand s who the definition and responsibilities of citizenship have changed over time. and country.	Analyzes the meaning of citizenship in countries they have studied in Asia, North Africa and the Middle East and compares it to responsibilities of citizens in the united States.		Understand that citizenship includes an awareness of the holidays, celebrations and symbols of our nation. Examines what it means to be a good citizen in the classroom, school, home, and community.	Recognizes national holidays and symbols of the nation. Knows good citizenship at school home and in the neighborhood. Recognizes obligations at home, in the classroom and at school.	Knows Pledge of Allegiance, United States flag, holidays and symbols of our nation. Identifies causes and effective ways to resolve conflicts. Understand how that corresponds to being a good member of the class, school, community and city.	Examines holidays and symbols of America. Recognizes importance of being a positive contributing member of family, school, community and country.	

Standards	8th Grade Exit Outcomes	7th Grade Milestones	6th Grade Milestones	5th Grade Milestones	4th Grade Benchmark Skills	3rd Grade Milestones	2nd Grade Milestones	1st Grade Milestones	Kindergarten Milestones
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	<p>Understands that the American legal and political systems guarantee and protect the rights of citizens and assumes that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities.</p> <p>Discusses the role of an informed citizen in today's changing world.</p> <p>Explains how Americans are citizens of their states and of the United States.</p>	<p>Comprehends who the American legal and political systems ensure the rights of citizens and analyzes the expectations that citizens will abide by the laws and perform civic duties and responsibilities.</p> <p>Analyzes the role and responsibilities of an informed citizen today in any part of the world.</p> <p>Understands how Americans are citizens of their city, state</p>	<p>Explains the rights and responsibilities of citizens in countries they have studied.</p> <p>Investigates and discusses the job of an informed citizen in different parts of the world.</p> <p>Understand show people are citizens of their city, rural area, town, etc. as well as of their country.</p>		<p>Identifies and describes the rules and responsibilities students have at home, in the classroom and at school.</p> <p>Examines the basic principles of the Declaration of Independence and the constitutions of the United States and New York state.</p> <p>Understands that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting and community service.</p> <p>Identifies basic rights that students have and those that they will acquire as they age.</p>	<p>Understands the ideals in the Declaration of Independence and the United States Constitution. Able to discuss these documents and give examples of their application in laws and other practices.</p> <p>Demonstrates awareness of good citizenship including responsibilities like voting, jury duty and performing community service. Able to give examples of each.</p>	<p>Identifies home and school rules and analyzes their purposes.</p> <p>Identifies major principles of the Declaration of Independence as well as the New York City and New York State constitutions. Awareness that some principles in the US Constitution are similar to New York State Constitution.</p> <p>Explains the meaning of being an aware citizen and expected responsibilities including voting, community service, jury duty. Etc.</p>	<p>Investigates rules and why they are needed at home and school.</p> <p>Recognizes and can state examples of freedom and is familiar with the term independence.</p> <p>Recognizes that being part of a community requires responsibilities.</p> <p>Understands what rights are and demonstrates awareness of those they have a few that they might acquire when they grow up.</p>	
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
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Standards	8 th Grade Exit Outcomes	7 th Grade Milestones	6 th Grade Milestones	5 th Grade Milestones	4 th Grade Benchmark Skills	3 rd Grade Milestones	2 nd Grade Milestones	1 st Grade Milestones	Kindergarten Milestones
<p>4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	<p>Respects the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.</p> <p>Explains the role that civility plays in promoting effective citizenship in preserving democracy.</p> <p>Participates in negotiation and compromise to resolve classroom school and community disagreements and problems.</p>	<p>Respects the values, beliefs and opinions of others in the class, neighborhood and family. Discusses, debates politely and listens to viewpoints of others.</p> <p>Understands the importance of civility in being a good citizen and in keep up a democracy.</p> <p>Takes part in negotiation and compromise in settling classroom school and community conflicts and problems.</p>	<p>Respects and listens to the beliefs and viewpoints of others. Able to participate in both formal and informal debates and discussions.</p> <p>Comprehends how good manners and mutual respect towards one another lead to good citizenship in any country.</p> <p>Takes part in conflict resolution through discussion, negotiating and the ability to compromise conflicts in the classroom, school and neighborhood.</p>		<p>Shows a willingness to consider other points of view before drawing conclusions or making judgments.</p> <p>Participates in activities that focus on a classroom, school, or community issue or problem.</p> <p>Suggests alternative solutions or courses of action to hypothetical or historic problems.</p> <p>Evaluates the consequences for each alternative solution or course of action.</p> <p>Prioritizes the solutions based on established criteria.</p> <p>Proposes an action plan to address the issue of how to solve the problem.</p>		<p>Recognizes basic rights and why they increase with age.</p> <p>Accepts different viewpoints without making judgements. Plans actions that address a problem in the class, school or city.</p> <p>Demonstrates ability to propose different solutions to imaginary or actual problems in history.</p> <p>Analyzes repercussions for each solution suggested above, ranks solutions based on desired standards, and develops new proposals of how to fix problems.</p>	<p>Identification of similar and different characteristics that people share. Ability to listen to other points of view without reacting.</p> <p>Works on projects in school or community that focus on solving a problem.</p> <p>Brainstorms/ investigates other solutions to problems or actions in history.</p> <p>Understands the effects of solutions and their variations.</p> <p>Investigates solutions based on agreed upon goals.</p> <p>Suggests plans to solve problems and investigates how plans work out when they are implemented.</p>	

HEALTH

<p>skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>	<p>activities (games, sports, and exercises) that provide conditioning for each fitness area.</p> <p>Know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.</p> <p>Combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment.</p> <p>Understand the relationship between physical activity and the prevention of illness, disease, and premature death.</p> <p>Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the</p>	<p>health problems.</p> <p>Develops individualized goals for physical activity and their own physical fitness program.</p>	<p>are strengthened through exercise.</p> <p>Understands the relationship between body measurements (weight, fat, muscle mass) and nutrition and exercise.</p> <p>Organizes intramural sports.</p>	<p>physical and nutritional aspects of body.</p> <p>Discusses ways to exercise and the effects of exercise on the body.</p> <p>Participates in cardiopulmonary exercises.</p> <p>Continues to participate in team sports.</p>	<p>that provide conditioning for each fitness area.</p> <p>Develop physical fitness skills through regular practice, effort, and perseverance.</p> <p>Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement.</p> <p>Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition).</p> <p>Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness.</p> <p>Understand the relationship between physical activity and individual well being.</p>	<p>games and physical fitness.</p> <p>Explores and understands factors that facilitate or impede exercise.</p> <p>Demonstrates physical fitness skills appropriate to the development of each body system.</p>	<p>physical activity.</p>	<p>activity.</p> <p>Awareness of benefits of physical activity as part of daily routine.</p> <p>Demonstrate fitness in cardio-respiratory activities.</p>	<p>Performs movement games that reinforce information names, body parts</p> <p>Utilizes kitchen products demonstrate understanding of food groups.</p>
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	health benefits of regular participation in activity. Develop leadership, problem solving, cooperation, and teamwork by participating in group activities.								
Home Economics									
1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals. Apply principles of food safety and sanitation. Recognize the mental, social, and emotional aspects of good health. Apply decision-making process to dilemmas related to personal health.	Understands the use of Universal Precautions for minimizing transmission of germs. Understands how poor diet and exercise causes common health conditions and identifies alternate behaviors which reduce risks. Understands body functions, self-care techniques and general hygiene.	Prepares menus of nutritionally adequate meals. Evaluates own eating habits and explores ways to improve diet.	Prepares meals that meet Recommended Dietary Allowances. Demonstrates understanding of how nutritional needs effect physiology. Uses measuring devices and kitchen tools to prepare nutritionally balanced meals.	Understands the importance of nutritious food and how it contributes to good health, makes simple nutritious food choices, and assist with basic food preparation. Use simple household tools safely to perform a variety of everyday tasks. Recognize how a family contributes to personal health.	Demonstrates understanding of need and use of RDA (Recommended Daily Allowances. Explores ways to improve personal diet. Identifies foods that will increase adequate nutritional intake, acknowledging cultural food group exchanges.	Incorporates knowledge of the food pyramid to prepare actual meals. Uses measuring equipment to follow recipes. Shows understanding of nutritional daily requirements.	Explains the food pyramid. In group play using manipulatives (toy foods) shows ability to prepare a well-balanced meal.	Students will be able to develop food group
Standard 2 – A Safe and Health Environment									

<p>Health Education</p> <p>1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p>	<p>Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p> <p>Demonstrate personal and social skills which enhance personal health and safety.</p> <p>Understand the need for personal involvement in improving the environment.</p>	<p>Demonstrates understanding of health promotion and disease prevention.</p> <p>Understands quality of life issues and evidences personal and social skills necessary to avoid health risks and the maintenance of good health.</p>	<p>Understands sanitation and its effects on society. Understands the need for proper disposal of waste products.</p> <p>Understands the environmental effects on human health, growth, development and disease.</p> <p>Understands hazards created by advanced technology, modernization and global warming.</p>	<p>Knowledge of the history of Bacteria and how it affects the human environment.</p> <p>Understands the concept of Primary Health Care.</p>	<p>Understand basic safety rules.</p> <p>Recognize potentially dangerous situations and know how to avoid or reduce their risk.</p> <p>Know some personal and social skills which contribute to individual safety.</p> <p>Recognize characteristics of the environment that contribute to health.</p>	<p>Able to identify benefits of nature and demonstrates benefits of how nature assists in the maintenance of a healthy environment.</p>	<p>Recognizes activities that lead to danger and precautions that reduce risk of dangerous situations.</p>	<p>Demonstrates appropriate hand washing technique.</p> <p>Demonstrates the use of tissue and its disposal followed by hand washing.</p> <p>Covers mouth when coughs.</p> <p>Understands rationale behind appropriate personal hygiene. Demonstrate use of basic safety rules.</p>	<p>Shows awareness the existence of microorganisms.</p> <p>Demonstrates the use of soap and water to wash hands.</p> <p>Understands definition "stranger."</p>
<p>Physical Education</p> <p>1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>	<p>Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.</p> <p>Develop skills of</p>	<p>Demonstrates ability to think through consequences of behavior and explore alternative actions.</p> <p>Continues to engage in regular physical activity and demonstrates an integration of fitness knowledge, safety measures, interpersonal communication skills and awareness of</p>	<p>Demonstrates the ability to organize and manage physical abilities.</p> <p>Demonstrates increasing ability to consider alternative viewpoints.</p>	<p>Demonstrates critical thinking in solving problems.</p> <p>Demonstrates ability to logically outline a problem and arrive at a solution.</p>	<p>Contribute to a safe and healthy environment by observing safe conditions for games, recreation and outdoor activities.</p> <p>Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment.</p> <p>Work constructively with others to accomplish a variety of goals and tasks.</p> <p>Know how injuries</p>	<p>Understands different aspects of participating in physical activities.</p> <p>Shows sportsmanship and appreciation when participating or observing an activity.</p>	<p>Demonstrates effective coping skills.</p> <p>Demonstrates tolerance for students of different social and physical skill levels.</p> <p>Shows ability to express thoughts and feelings.</p>	<p>Identifies different means of communicating.</p> <p>Understands the benefits of utilizing positive communication skills and demonstrates them in group activities.</p> <p>Recognizes dangerous activities and identifies precautions that reduce risk/</p>	<p>Understands and demonstrates cooperative group activities in the classroom.</p>

	<p>cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.</p> <p>Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.</p> <p>Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.</p> <p>Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical.</p>	<p>Why physical activities enhance the quality of life for people of all ages.</p>			<p>from physical activity can be prevented or treated.</p> <p>Demonstrate care, consideration, and respect of self and others during physical activity.</p>				
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	emotional, and social benefits of participation in physical activities.								
Home Economics									
1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	<p>Demonstrate the principles of safe and healthy childcare.</p> <p>Know the basics of managing a safe and health home.</p> <p>Use age-appropriate techniques to select and maintain clothing.</p>		<p>Understands the different developmental phases associated with physical and social maturation.</p>	<p>Acknowledges variability of people in different age groups.</p> <p>Demonstrates responsibility in personal behavior when interacting with people of different ages.</p>	<p>Understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them.</p> <p>Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.</p>	<p>Recognizes the different needs of people of different ages.</p> <p>Defines responsibility and identifies personal responsibility in school environment.</p>	<p>Demonstrates knowledge of appropriate response to emergency situations that may occur in different environments.</p> <p>Utilize safety rules when playing especially with younger children.</p>	<p>Demonstrates an understanding of the need for safety precautions.</p> <p>Defines safety in different environments.</p> <p>Demonstrates use of the telephone in case of emergencies.</p>	<p>Students define con of "strange</p> <p>Evidence knowledge how to pro themselves from strangers.</p>
Standard 3 – Resource Management									
Health Education									
1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	<p>Distinguish between valid and invalid health information, products and services.</p> <p>Recognize how cultural beliefs influence health behaviors and the use of health services.</p> <p>Demonstrate the ability to work cooperatively when advocating for health individuals, families and</p>	<p>Understands the need to advocate for preventive efforts to assist high-risk populations.</p> <p>Demonstrates the ability to access health care systems in their community.</p>	<p>Understands the needs and specific disparities experienced in different subgroups of society.</p> <p>Identifies general solutions used to solve problems of special populations.</p>	<p>Demonstrates ability to analyze and synthesize material offered in media and health care system.</p>	<p>Identify characteristics of valid health information and health-promoting products and services and know where to locate them.</p> <p>Understand how culture contributes to individual family and community beliefs and practices affecting health.</p> <p>Know how to access help when illness, injury, or emergency situations occur.</p> <p>Recognize how the</p>	<p>Understands how health promotion strategies are related to individual lifestyle and personal choices made in a social context.</p>	<p>Understands how personal choice effects health and is influenced by cultural and social orientation.</p>	<p>Able to discriminate between health and unhealthy products.</p> <p>Shows recognition of media participation in promoting health and influencing choice.</p>	<p>Shows understand and ability use teleph</p> <p>Able to us telephone respond appropriate to emerger situations calling 911</p>

	<p>schools.</p> <p>Analyze how media and technology influence the selection of health information, products and services.</p> <p>Recognize the need to be an advocate for family and community health.</p> <p>Demonstrate the ability to access community health services for prevention, illness, and emergency care.</p>				<p>media influences health choices.</p>				
Physical Education									
<p>1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.</p>	<p>Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available.</p> <p>Demonstrate the ability to locate physical activity information, products, and services.</p>	•	•		<p>Knows that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.</p> <p>Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment.</p> <p>Demonstrate the ability to apply the decision making</p>			<p>Initiates and participates in physical activities.</p>	<p>Demonstrates understanding of work and occupational roles.</p>

	Know some career options in the field of physical fitness and sports.				process to physical activity.				
Home Economics									
1. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	<p>Understand how the family can provide for the economic, physical, and emotional needs of its members.</p> <p>Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</p> <p>Are able to budget their time and money.</p> <p>Understand how working contributes to a quality living environment.</p> <p>Identify their own abilities and interests as possible guides to career choice.</p>	Develops personal goals; and identifies ways to achieve these goals	<p>Seeks resources in community and libraries to learn more about occupations.</p> <p>Explores personal occupational interests.</p> <p>Understands basic concepts of economics.</p> <p>Identifies personal values and understands difference between personal and family values.</p>	<p>Evaluate personal strengths and weaknesses.</p> <p>Abel to describe how personal strengths and weaknesses lead to interest in particular occupations.</p>	<p>Understand the kinds of resources available in their community and make informed decisions related to their own use.</p> <p>Understand how people acquire, use, and protect money and recognize some factors that influence spending.</p> <p>Know the different jobs in their communities and the contributions made by individuals performing those jobs.</p>	Integrates financial knowledge to make informal decisions about use of community resources.	<p>Understands the factors that go into budgeting and saving funds.</p> <p>Recognizes the difference between needs and wants and how choice effects the use of money.</p>	<p>Identifies jobs in community.</p> <p>Understands the need for jobs and how the community and environment are effected by these positions.</p>	Understand money exchange and accumulation of money.