



Charter Schools Institute  
State University of New York

# OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

**FINAL CHARTERED AGREEMENT**

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

VOLUME 5 OF 9

**REDACTED COPY**

## ATTACHMENT 15

**Detail, by grade, the proposed charter school's curriculum.**

OWN's curriculum will align with ASCD's learning standards and the New York standards. We will be using *Open Court* Reading, Phonics, Language Arts, and *SRA Mathematics* curriculum published by SRA/McGraw-Hill (1221 Avenue of the Americas, New York, New York 10020). In addition, we will be using *Science 2000*, published by Harcourt Brace. Information including research, product descriptions, ITBS test correlation, and white papers on the Open Court/SRA curriculum is attached in Appendix 2, along with the New York curriculum alignment.

Our Core Curriculum for Language Arts, Math, and Science (the morning program) is described below. It is followed by a description of the Paragon Curriculum (the afternoon program).

**CORE CURRICULUM: MORNING PROGRAM****Reading**

The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2. OWN will teach content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn.

Leveled books from the classroom library will feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, OWN students will use Open Court's research-based spelling program (published by McGraw-Hill) that introduces them to spelling patterns and to high frequency, high-utility words they use most often in their reading and writing. The spelling program further develops phonetic awareness and features an innovative CD-ROM extension to engage students further in spelling and proofreading practice.

The literature program will use the Socratic method as well as multicultural reading selections compatible with the afternoon Paragon Curriculum, which is based on the history of ideas in world culture. Both the reading program in the morning session and the Paragon Curriculum in the afternoon will employ an integrated interpretive reading and discussion program that encompasses all disciplines across the curriculum. Interpretive activities enable students to become more aware of their reactions as they read, develop sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. The activities involve reading the selection twice - once for general meaning, and the second time for making notes while thinking of a central question. Next the group discusses answers to a central question to which there are many possible interpretations. Finally, each student writes an essay around another question related to the theme of discussion. Literary selections will often emanate from the historical period featured in the afternoon Paragon Curriculum.

### **Phonics**

OWN will use Open Court's highly effective phonics program for K-2 students and phonetically controlled, level classroom literary books to promote reading fluency and phonetic awareness. Phonemes are the smallest components of sound in language. As OWN students learn their letter formations, they acquire simultaneously the phonemic rules that govern the spelling and the pronunciation of the English language. OWN is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Spanish instruction at all levels further enables student understanding of parts of speech and other linguistic principles. Moreover, because Spanish is such a phonetic language, instruction in Spanish reinforces training in Language Arts phonetic awareness.

### **Writing**

Students write for a variety of purposes and projects. Some are daily assignments such as in journals; some are short-term assignments involving very few drafts such as letter writing and project proposals. Still other writing assignments are longer term (typically four weeks) and are assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments are either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Student works range from "The Hero's Journey in the Odyssey," to "A Biography of Martin Luther King, Jr." Narrative material usually is organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students use elements of style unique to each genre as models for their own writing.

### **Mathematics**

OWN will teach mathematics as a discrete subject in the morning session that is not subject to interruptions of any kind. In the interest of curricular continuity and quality assurance, OWN will adopt McGraw-Hill's model as the school-wide program, to be supplemented with a well-designed manipulative element. The school's software curriculum alignment program will ensure that its curriculum meets or exceeds the State and local district requirements. The rich and varied applications of math will be integrated into the Paragon Curriculum in the afternoon session for additional practice and application. Through Science ("Tools, Technology, and Innovations") units under each of the eight Human Eras and in measuring, counting and "marketplace" activities, the Paragon Curriculum will reinforce math skills cultivated in the traditional morning session. Moreover, by studying the lives of great thinkers in the history of ideas, students will encounter the intellectual contributions of prominent mathematicians and will apply their theories to concrete mathematical activities.

## Science

OWN's science program will incorporate the Harcourt Brace *Science 2000* series. The curriculum engages students in scientific inquiry by tapping into their sense of wonder about the world around them. Students develop hypotheses and then plan their investigations to determine if their hunches are correct. This investigative work may take the form of activities, research, reading or interviews with experts. Students then reflect on what they have learned through their investigations and share the outcomes of their discoveries.

### THE PARAGON CURRICULUM: AFTERNOON PROGRAM

Paragon is an interdisciplinary world history curriculum that follows a student-centered, personalized, approach to learning that combines constructivism (the constructivist model is based on helping students take responsibility for their own learning, to be autonomous thinkers, to develop integrated understandings of concepts, and to pose--and seek to answer--important questions) with rich content. In Paragon, students of all academic levels, discover concepts on their own through hands-on activities, role-playing, lively readings, artistic creativity, oratory, integrated technology and multimedia materials (e.g., digital images, transparencies, videos, CDs, CD-ROMs, Internet sites and student handouts).

The Paragon Curriculum "spirals," meaning that students are first introduced to concepts and cultures in early grades then revisit those same topics in greater depth later on, having a context and a foundation for deeper study. Paragon is divided into eight five-week units, each unit immersing students in a school-wide study of the same historical time period, with each grade focused on a unique essential question, geographic location and focus of study. The focus of study, beginning with questions of self, family and home beginning in kindergarten, spiral in difficulty like concentric rings emanating outward, until students are studying the ten elements of culture in Grade 3 and the defining characteristics of civilizations in Grade 5. These areas of study align with ASCD content standards (and will be aligned with New York standards as discussed in Appendix 2) and will be assessed by the ITBS Social Studies test to be administered every spring.

Each Paragon unit features a cumulative assessment with an assessment rubric, specifying the qualities of an exemplary project or performance. These project descriptions and performance expectations are made explicit to students at the onset of each unit and the rubrics are shared with parents at conference time. (Samples included in Attachment 16.)

Because Paragon teaches cultural literacy, the essential content knowledge that every student should know, and aligns that content with NY state standards, the classical education becomes a very sophisticated and rigorous one. A Paragon unit contains the rationale, teacher background information, lesson plans, materials lists and assessment tools needed to implement the curriculum. A full-time, on-site Program Facilitator will provide ongoing professional development, pedagogical training and classroom support. In weekly grade group meetings for Paragon, teachers will engage in collaborative planning with colleagues that tailors the curriculum to the specific needs of students and that draws effectively on the talents, passions and resources of teachers, parents and community members.

## THE CONTENT CORE OF THE PARAGON CURRICULUM

### History and Social Studies

Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the Paragon curriculum precisely because it is multidisciplinary and interdisciplinary in nature. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

- Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.
- Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, Comparative Literature, Cultural Studies and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.
- Technology provides increasingly easy access to databases that are interdisciplinary and multidisciplinary as well as to scholarship in many disciplines.
- Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

It is within this context that the Paragon Curriculum was conceived. It pays attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences, and other disciplines, while simultaneously providing an umbrella for the integrative potential of these several disciplines. Paragon's power stems from recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues, and problems. Moreover, Paragon teaches students to recognize that topics, issues, and problems transcend the boundaries of single disciplines and demand the power of integration within and across them. Paragon employs a constructivist, student-centered, approach to hands-on learning.

### Science

Science is also integrated into the Paragon Curriculum, which features biographies of great scientists, accounts of breakthrough discoveries, and detailed hands-on activities for students to stimulate interest in the scientific method. The interdisciplinary approach enables students to see science as an integral part of their lives, rather than as a daunting discipline.

The goal of the Paragon Curriculum is to enrich the science by integrating it with the liberal and fine arts, as well as with the social sciences, the synthesizing strands that weave together the Paragon Curriculum. Mathematics as the language of science, and of economics, also constitutes an integral part of the Paragon experience for students. The Paragon Curriculum draws from and extends the morning session's traditional core program.

### **Technology and Computer Literacy**

Technology is the application of scientific knowledge for the purpose of solving practical problems, extending human capacities, and improving the quality of life. The Paragon Curriculum emphasizes the use of technological tools to facilitate and enrich learning across academic disciplines. Information technology is the most frequently used technological tool. Students use computers to communicate via the Internet, to express themselves creatively, to solve problems, to organize data, to conduct research, and to explore mathematical and scientific principles through simulations.

To master true computer literacy, students require hands-on access to computers in real time, rather than isolated visits to a computer lab. The OWN Charter school will be equipped with a computer for every two to three children, as well as with a laptop for each teacher and administrator. The personal desktop computers will be linked to the Internet, affording access to curriculum and resources available in cyberspace or on disk. Paragon Lesson Plans direct students to specific Internet sites on a regular basis.

OWN's library will be styled as a Media and Resource Center, supplying a library of excellent books and CD-ROMs. The library holdings will contain the books prescribed by the Core Knowledge Foundation and those that support the content-rich Paragon Curriculum, as well as TV/VCRs, overhead and slide projectors for pedagogy. The Multimedia Center will also feature a Multimedia Arts and Sciences Studio for student radio and video portfolio productions.

Each classroom will be equipped with a TV/VCR to support the Paragon Curriculum, which features film clips from classic and quality motion pictures to make history come alive for students. Overhead projectors in every classroom will further enable teachers to engage students with the captivating transparencies that support the Paragon Curriculum.

### **The Arts**

Rather than relegate art, music and foreign language to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center. To truly integrate the arts into the Paragon Curriculum, OWN will train all teachers in the visual and performing arts. Daily Paragon Lesson Plans are outlined with step-by-step instructions to ensure seamless implementation. Art, drama, music and dance interrelated to the core curriculum draw many marginal students into the center of learning. Acting vicariously (not acting up) enables students to try on different roles without compromising their quality of life. It is no accident that "playing" as in what children do) and "playing" (as in acting and putting on a play) and "playing" (as in playing a musical instrument) are the same word. Without the "play" in the process, it loses its validity and vitality.

Paragon's purpose is to make the arts a vital component of a child's education, while at the same time placing the strongest possible emphasis on the basic skills of reading, writing and arithmetic. The arts offer children opportunities to assimilate and apply what they have learned in ways relevant and meaningful to their experience. Their enhanced skills of communication, analysis and self-expression enable them to compete far more successfully with their traditional learning classmates.

## Music

According to Plato, " Music...gives a soul to the universe, wings to the mind, flight to the imagination... and life to everything." The impulse to make music is ageless and universal. Music has the capacity to communicate volumes about an era and its people. The Paragon Curriculum conveys to students, features of the music of different eras and composers by having them sing, dance, and perform with rhythm instruments. Students also learn to listen for specific features and to discern how one era or culture often imitates and reinvents the music of another. All teachers, including the Spanish, Physical Education and Music Specialists will receive a Paragon cassette to accompany each of the eight five-week units and will be trained to integrate their respective fields to Paragon's school-wide program.

The music specialist will also conduct choral and instrumental instruction. The music specialist will consult with teachers on the musical portions of Paragon Lessons to draw from and extend the Paragon Curriculum in music class.

## Foreign Language

OWN will treat foreign language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Spanish instruction will commence in kindergarten and build purposefully toward proficiency with each successive grade level. Communication will be lively and animated with vocabulary content tied thematically to the integrated curriculum. Moreover, multimedia pedagogical resources (videos, CDs, CD-ROMs, children's books) in the target language will convey to students the cultural experiences of their peers in Spanish-speaking countries. OWN will cultivate the natural facility of younger students for foreign language acquisition by beginning at an early age with a high quality program.

## Character Education

Character education is implicitly built into the Paragon Curriculum. We begin with the assumption that students are capable of determining right from wrong and good from bad. It is our goal to build character by "doing," rather than by "saying." Students are taught personal responsibility by constructing their own knowledge and by doing hands-on activities. Sharing, cooperation, and respect are taught through team activities, a demand for classroom participation, and exploring content together.

Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify with early clarity their individual strengths and sense of purpose. Paragon students contemplate questions that have captivated thinkers for millennia: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

**LANGUAGE ART CURRICULUM AND OBJECTIVES****KINDERGARTEN**

The kindergarten student will be immersed in a literature-rich environment to develop oral language skills and an appreciation for literature. Number words and descriptive vocabulary will be used in math and science activities which require counting, sorting, and observing the physical properties of people, places, and things. The use of time lines and development of concepts of past and present in history and social science will provide the kindergarten student with opportunities to use words that describe people, places, events, and time relationships. The student will recognize and print letters of the alphabet, use basic phonetic principles, identify story elements, and communicate ideas through pictures and writing.

**Oral Language****A. The student will demonstrate growth in the use of oral language.**

- Listen to a variety of literary forms, including stories and poems.
- Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
- Participate in creative dramatics.
- Begin to discriminate between spoken words and sentences.
- Substitute words in a rhyming pattern.

**B. The student will use listening and speaking vocabularies.**

- Use number words.
- Use words to describe/name people, places, and things.
- Use words to describe location, size, color, and shape.
- Use words to describe actions.
- Ask about words not understood.
- Follow one and two-step directions.

**C. The student will build oral communication skills.**

- Follow implicit rules for conversation, (e.g., taking turns and staying on topic).
- Use voice level, phrasing, sentence structure, and intonation appropriate for language situation.
- Listen and speak in informal conversations with peers and adults.
- Initiate conversations.
- Participate in discussions about learning.

**D. The student will hear, say, and manipulate phonemes of spoken language.**

- Identify orally words that rhyme.
- Sort words orally according to shared beginning, ending, or medial sounds.
- Blend sounds orally to make words or syllables.
- Divide syllables orally into sounds.

**Reading/Literature****A. The student will understand how print is organized and read.**

- Hold print materials in the correct position.
- Identify the front cover, back cover, and title page of a book.
- Follow words from left to right and top to bottom on a printed page.
- Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms.

**B. The student will demonstrate an understanding of print.**

- Explain that printed materials provide information.
- Identify common signs and logos.
- Read and explain own writing and drawings.

**C. The student will develop an understanding of basic phonetic principles.**

- Understand that letters represent sounds.
- Identify beginning consonants in single-syllable words.
- Recognize rhyming words.

**D. The student will demonstrate comprehension of stories.**

- Use pictures to make predictions about story content.
- Retell familiar stories using beginning, middle, and end.
- Talk about characters, setting, and events.
- Use story language in discussions and retellings.
- Identify what an author does and what an illustrator does.

**Writing**

- A. The student will identify both uppercase and lowercase letters of the alphabet.
- B. The student will print his/her name.
- C. The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

**Research**

- A. The student will explore the uses of available technology for reading and writing.
- B. The student will begin to ask how and why questions.

**GRADE ONE**

The first-grade student will be immersed in a literature-rich environment to develop an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. Students will become independent readers by the end of first grade. The student will use a variety of strategies to read new words and will read familiar selections aloud with fluency and expression. The student will continue to develop an understanding of character, setting, theme, and story sequence in a variety of classic and contemporary storybooks. Understanding the main idea and sequence of events in a story are important comprehension skills that will be applied in math, science, and history and social science where students will complete number patterns to follow directions for simple experiments and will study people, cultures, and important traditions of our country and other countries. The student will demonstrate comprehension of fiction and nonfiction through classroom discussion and will begin to communicate ideas in writing.

**Oral Language**

- A. The student will continue to demonstrate growth in the use of oral language.
  - Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate publications.
  - Tell and retell stories and events in logical order.
  - Participate in a variety of oral language activities.
  - Be able to express ideas orally in complete sentences.

**B. The student will continue to expand and use listening and speaking vocabularies.**

- Increase oral descriptive vocabulary.
- Begin to ask for clarification and explanation of words and ideas.
- Give and follow simple two-step oral directions.
- Use singular and plural nouns.
- Begin to use compound words in oral communication.

**C. The student will adapt or change oral language to fit the situation.**

- Initiate conversation with peers and adults.
- Follow rules for conversation.
- Use appropriate voice level in small-group settings.
- Ask and respond to questions in small-group settings.

**D. The student will orally identify and manipulate phonemes in syllables and multi-syllable words.**

- Count phonemes in syllables or words with a maximum of three syllables.
- Add or delete phonemes orally to change syllables or words.
- Create rhyming words orally.
- Blend sounds to make word parts and words with one to three syllables.

**Reading/Literature**

**A. The student will apply knowledge of how print is organized and read.**

- Read from left to right and top to bottom.
- Match spoken words with print.
- Identify letters, words, and sentences.

**B. The student will apply phonetic principles to reading.**

- Use beginning and ending consonants in decoding single-syllable words.
- Use vowel sounds in decoding single-syllable words.
- Blend beginning, middle, and ending sounds to recognize and read words.
- Use word patterns.

**C. The student will use meaning clues when reading.**

- Use pictures.
- Use knowledge of the story and topic to read words.
- Reread and self-correct.

**D. The student will use language structure when reading.**

- Use knowledge of sentence structure to read words.
- Reread and self-correct.

**E. The student will integrate phonetic strategies, meaning clues, and language structure when reading.**

- Preview the selection.
- Set a purpose for reading.
- Read with accuracy and self-correct when necessary.

**F. The student will read and comprehend a variety of fiction and non-fiction selections.**

- Relate previous experiences to what is read.
- Make predictions about content.
- Ask and answer questions about what is read.
- Identify characters and setting.
- Retell stories and events, using beginning, middle, and end.
- Identify the theme or main ideas.
- Write about what is read.

**G. The student will read familiar stories, poems, or passages with fluency and expression.****Writing****A. The student will write to communicate ideas.**

- Generate ideas.
- Focus on one topic.
- Use descriptive words when writing about people, places, things, and events.
- Use complete sentences in final copies.
- Begin each sentence with a capital letter and use ending punctuation in final copies.
- Use correct spelling for frequently used words and phonetically regular words in final copies.
- Share writing with others.
- Use available technology.

**B. The student will use strategies to draft and revise writing.**

- Edits for grammar, punctuation, and spelling.
- Rearranges words or sentences.

- Writes with a logical sequence.
- Writes in a variety of formats

**C. The student will print legibly.**

- Form letters.
- Space words and sentences.

**Research**

**A. The student will alphabetize words according to the first letter.**

- Use a picture dictionary to find meanings of unfamiliar words.
- Make a personal dictionary or word list to use in writing.

**GRADE TWO**

The student will be immersed in a literature-rich environment, filled with classical and contemporary fiction and, to the extent feasible, non-fiction selections which relate to all areas of learning and interest. Reading continues to be a priority in second grade. The student will be able to speak and listen effectively in classroom discussions, use a combination of strategies when reading, and read with comprehension. Comprehension strategies will be applied in all subjects, as students are asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning. The student will write stories, letters, and simple explanations, apply simple grammatical principles to writing, and locate information in reference materials.

**ORAL LANGUAGE**

**A. The student will demonstrate an understanding of oral language structure.**

- Create oral stories to share with others.
- Create and participate in oral dramatic activities.
- Use correct verb tenses in oral communication.
- Use increasingly complex sentence structures in oral communication.

**B The student will continue to expand listening and speaking vocabularies.**

- Use words that reflect a growing range of interests and knowledge.
- Clarify and explain words and ideas orally.
- Give and follow oral directions with three or four steps.
- Identify and use synonyms and antonyms in oral communication.

**C. The student will use oral communication skills.**

- Use oral language for different purposes: to inform, to persuade, and to entertain.

- Share stories or information orally with an audience.
- Participate as a contributor and leader in a group.
- Paraphrase information shared orally by others.

### **READING/LITERATURE**

#### **A. The student will use phonetic strategies when reading and writing.**

- Use knowledge of consonants and consonant blends in words.
- Use knowledge of common vowel patterns.

#### **B. The student will use meaning clues when reading.**

- Use pictures and diagrams.
- Use information in the story to read words.
- Use titles and headings.

#### **C. The student will use language structure when reading.**

- Use knowledge of prefixes and suffixes.
- Use knowledge of contractions and singular possessives.
- Use knowledge of simple abbreviations.
- Use knowledge of sentence structure.
- Use knowledge of story structure and sequence.

#### **D. The student will read fiction, nonfiction, and poetry using a variety of strategies independently.**

- Preview the selection.
- Set purpose for reading.
- Use pictures, phonics, meaning clues, and language structure.
- Reread and self-correct when necessary.

#### **E. The student will demonstrate comprehension of fiction and nonfiction selections.**

- Relate previous experiences to the topic.
- Read to confirm predictions.
- Locate information to answer questions.
- Paraphrase information found in nonfiction materials.
- Describe characters and setting in fiction selections and poetry.
- Explain the problem, solution, or central idea.
- Write about what is read.

**Writing****A. Students will use strategies to draft, edit, and publish written work.**

- Generate ideas before writing.
- Organize writing to include a beginning, middle, and end.
- The student will write stories, poems, letters, picture books, and informational reports.
- Revise writing for clarity.
- Use available technology.
- The student will edit final copies for grammar, capitalization, punctuation, and spelling.
- Use declarative, interrogative, and exclamatory sentences.
- Capitalize all proper nouns and words at the beginning of sentences.
- Use correct spelling for frequently used words.

**Research****A. The student will locate information in reference materials.**

- Use a table of contents.
- Examine pictures and charts.
- Use dictionaries and indices.
- Use available technology.

**GRADE THREE**

Reading continues to be a priority in third grade. Students will read a variety of literature, with an emphasis on classical as well as contemporary works. The student will use effective communication skills in group activities and will present brief oral reports. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and non-print sources. The student also will write legibly in cursive.

**Oral Language.****A. The student will use effective communication skills during group activities.**

- Listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said.
- Ask and respond to questions from teachers and other group members.
- Explain what has been learned.

**B. The student will present brief oral reports.**

- Speak clearly.
- Use appropriate volume and pitch.
- Speak at an understandable rate.
- Organize ideas sequentially or around major points of information.
- Use clear and specific vocabulary to communicate ideas.

**Reading/Literature****A. The student will apply word-analysis skills when reading and writing.**

- Use knowledge of less common vowel patterns.
- Use knowledge of homophones.

**B. The student will use strategies to read a variety of printed materials (nonfiction, fiction, poetry).**

- Preview and use text formats.
- Set a purpose for reading.
- Apply meaning clues, language structure, and phonetic strategies.
- Reread and self-correct when necessary.

**C. The student will demonstrate comprehension of a variety of printed materials.**

- Set a purpose for reading.
- Make connections between previous experiences and reading selections.
- Make, confirm, or revise predictions.
- Ask and answer questions.
- Compare and contrast settings, characters, and events.
- Organize information or events logically.
- Use information to learn about new topics.
- Write about what is read.

**D. The student will continue to read a variety of fiction and nonfiction selections.**

- Identify the characteristics of folk tales.
- Identify the characteristics of biographies and autobiographies.
- Compare and contrast the characters described in two folk tales.
- Compare and contrast the lives of two persons as described in biographies and/or autobiographies.

## Writing

### A. The student will write descriptive paragraphs.

- Develop a plan for writing.
- Focus on a central idea.
- Group related ideas.
- Include descriptive details that elaborate the central idea.
- Revise writing for clarity.
- Edit final copies for grammar, capitalization, punctuation, and spelling.

### B. The student will write stories, letters, simple explanations, and short reports across all content areas.

- Use a variety of planning strategies.
- Organize information according to the type of writing.
- Revise writing for specific vocabulary and information.
- Edit final copies for grammar, capitalization, punctuation, and spelling.
- Use available technology.

### C. The student will write legibly in cursive.

## Research

### A. The student will record information from print and non-print resources.

- Use dictionaries, encyclopedias, and other reference books.
- Use videos, interviews, and cassette recordings.
- Use available technology to collect, process and present information.

## GRADE FOUR

The fourth-grade student will communicate orally in large and small-group settings. Students will read classics and contemporary literature by a variety of authors. A significant percentage of reading material will relate to the study of math, science, and history and social science. The student will use text organizers, summarize information, and draw conclusions to demonstrate reading comprehension. Reading, writing, and reporting skills support an increased emphasis on content-area learning and on utilizing the resources of the media center, especially to locate and read primary sources. Students will plan, write, revise, and edit narratives and explanations. The student will routinely use information resources and word references while writing.

## Oral Language

### A. The student will use effective oral communication skills in a variety of settings.

- Present accurate directions to individuals and small groups.

- Contribute to group discussions.
- Seek the ideas and opinions of others.
- Begin to use evidence to support opinions.

**B. The student will make and listen to oral presentations and reports.**

- Use subject-related information and vocabulary.
- Listen to and record information.
- Organize information for clarity.

**Reading/Literature**

**A. The student will read and learn the meanings of unfamiliar words.**

- Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
- Use word-reference materials including the glossary, dictionary, and thesaurus.

**B. The student will read fiction and nonfiction, including biographies and historical fiction.**

- Explain the author's purpose.
- Describe how the choice of language, setting, and information contributes to the author's purpose.
- Compare the use of fact and fantasy in historical fiction with other forms of literature.
- Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have
- similar goals or face similar challenges.

**C. The student will demonstrate comprehension of a variety of literary forms.**

- Use text organizers such as type, headings, and graphics to predict and categorize information.
- Formulate questions that might be answered in the selection.
- Make inferences using information from texts.
- Paraphrase content of selection, identifying important ideas and providing details for each important idea.
- Describe relationship between content and previously learned concepts or skills.
- Write about what is read.

**D. The student will read a variety of poetry.**

- Describe the rhyme scheme (approximate, end, and internal).
- Identify the sensory words used and their effect on the reader.
- Write rhymed, unrhymed, and patterned poetry.

**Writing****A. The student will write effective narratives and explanations.**

- Focus on one aspect of a topic.
- Develop a plan for writing.
- Organize writing to convey a central idea.
- Write several related paragraphs on the same topic.
- Utilize elements of style, including word choice, tone, voice, and sentence variation.
- Use available technology.

**B. Uses strategies to draft and revise written work.**

- Elaborates on central idea
- Writes with attention to voice, audience, word choice, tone, and imagery.
- Uses paragraphs to distinguish ideas.

**C. Uses strategies to edit and publish work.**

- Edits for grammar, punctuation and spelling.
- Uses paragraphs, indentations, margins, headings and titles.
- Incorporates charts, illustrations, graphs, or photos.

**Research****A. The student will use information resources to research a topic.**

- Construct questions about a topic.
- Collect information, using a variety of print and electronic resources.
- Evaluate and synthesize information for use in writing.

**B. The student will use available technology to gather, process and present information.****GRADE FIVE**

The fifth-grade student will continue to increase communication skills used in learning activities and will use a variety of resources to prepare presentations. The student will plan, write, revise, and edit writings to describe, to entertain, and to explain. The student will continue to develop an appreciation for literature and build a storehouse of literary experiences and images through careful reading of selections from fiction, nonfiction, and poetry. The student also will read texts in all subjects and will derive information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, and formulate conclusions.

### **Oral Language**

**A. The student will listen, draw conclusions, and share responses in subject-related group learning activities.**

- Participate in and contribute to discussions across content areas.
- Organize information to present reports of group activities.
- Summarize information gathered within group activities.

**B. The student will use effective nonverbal communication skills.**

- Maintain eye contact with listeners.
- Use gestures to support, accentuate, or dramatize verbal message.
- Use facial expressions to support or dramatize verbal message.
- Use posture appropriate for communication setting.

**C. The student will make planned oral presentations.**

- Determine appropriate content for audience.
- Organize content sequentially or around major ideas.
- Summarize main points before or after presentation.
- Incorporate visual aids to support the presentation.
- Use available technology to gather, process and present information.

### **Reading/Literature**

**A. The student will find the meanings of unfamiliar words.**

- Use knowledge of root words, prefixes, and suffixes.
- Use dictionary, glossary, thesaurus, and other reference materials.

**B. The student will read a variety of literary forms, including fiction, nonfiction, and poetry.**

- Describe character development in fiction and poetry selections.
- Describe the development of plot, and explain how conflicts are resolved.
- Describe the characteristics of free verse, rhymed, and patterned poetry.
- Describe how author's choice of vocabulary and style contribute to the quality and enjoyment of selections.

**C. The student will demonstrate comprehension of a variety of literary forms.**

- Use text organizers such as type, headings, and graphics to predict and categorize information in informational texts.
- Locate information to support opinions, predictions, and conclusions.
- Identify cause-and-effect relationships.

- Prioritize information according to purpose of reading.
- Write about what is read.

## Writing

### A. The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

- Choose planning strategies for various writing purposes.
- Organize information.
- Use vocabulary effectively.
- Vary sentence structure.
- Revise writing for clarity.
- Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.

### B. Uses strategies to draft and revise written work.

- Elaborates on central idea
- Writes with attention to voice, audience, word choice, tone, and imagery.
- Uses paragraphs to distinguish ideas.

### C. Uses strategies to edit and publish work.

- Edits for grammar, punctuation and spelling.
- Uses paragraphs, indentations, margins, headings and titles.
- Incorporates charts, illustrations, graphs, or photos.

## Research

### A. The student will synthesize information from a variety of resources.

- Skim materials to develop a general overview of content or to locate specific information.
- Develop notes that include important concepts, paraphrases, summaries, and identification of information sources.
- Organize and record information on charts, maps, and graphs.
- Use available electronic databases to access information.
- Credit secondary reference sources.

## GRADE SIX

The sixth-grade student will be a reflective participant in classroom discussions. The student will present personal opinions and understand differing points of view, distinguish between fact and opinion, and analyze the effectiveness of group communication skills. The student will read a

variety of fiction and nonfiction independently for appreciation and comprehension, including a significant number of classic works. Analysis of scientific explanations and comparison of math data sets will require application of critical reading and reasoning skills. The student also will plan, draft, revise, and edit narratives, descriptions, and explanations with attention to composition and style, as well as sentence formation, usage, and mechanics. In addition, writing will be used as a tool for learning academic concepts and available technology will be used where appropriate.

### **Oral Language**

#### **A. The student will analyze oral participation in small-group activities.**

- Communicate as leader and contributor.
- Evaluate own contributions to discussions.
- Summarize and evaluate group activities.
- Analyze the effectiveness of participant interactions.

#### **B. The student will listen critically and express opinions in oral presentations.**

- Distinguish between facts and opinions.
- Compare and contrast points of view.
- Present a convincing argument.

### **Reading/Literature**

#### **A. The student will read and learn the meanings of unfamiliar words.**

- Use knowledge of word origins and derivations.
- Use word-reference materials.

#### **B. The student will read a variety of fiction (realistic, fantasy, historical, and biographical) and nonfiction.**

- Use knowledge of literary forms to aid comprehension and predict outcomes.
- Describe how the author's style elicits emotional response from the reader.
- Distinguish between first- and third-person point of view.
- Compare and contrast authors' styles.
- Explain how character and plot development are used in a selection to support a central conflict or story line.

#### **C. The student will demonstrate comprehension of a variety of selections.**

- Identify questions to be answered.
- Make, confirm, or revise predictions as needed.
- Use context clues to read unfamiliar words.
- Draw conclusions and make inferences based on explicit and implied information.
- Organize information for use in written and oral presentations.

- Compare and contrast information about one topic contained in different selections.

**D. The student will read and write a variety of poetry.**

- Describe the visual images created by language.
- Describe how word choice, speaker, and imagery elicit a response from the reader.
- Compare and contrast plot and character development in narrative poems, short stories, and longer fiction selections.

**Writing**

**A. The student will write narratives, descriptions, and explanations.**

- Use a variety of planning strategies to generate and organize ideas.
- Establish central idea, organization, elaboration, and unity.
- Select vocabulary and information to enhance the central idea, tone, and voice.
- Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- Revise writing for clarity.
- Edit final copies for correct use of language: subject-verb and pronoun-antecedent agreement, consistent tense inflections, and
- adverb and adjective usage.
- Edit final copies for writing mechanics: format, capitalization, punctuation, and spelling.

**B. The student will use writing as a tool for learning in all subjects.**

- Make lists.
- Paraphrase what is heard or read.
- Summarize what is heard or read.
- Hypothesize.
- Connect knowledge within and across disciplines.
- Synthesize information to construct new concepts.

**Research**

**C. The student will gather and use information for research purposes.**

- Gathers information from interviews.
- Uses information from print and electronic resources.
- Organizes information from multiple sources in a different ways.

**MATHEMATICS CURRICULUM AND LEARNING OBJECTIVES****KINDERGARTEN****Number Sense**

- Count in various ways including counting objects up to 12, counting by ones up to thirty-one and backwards from ten, counting by fives and tens to 50 and by twos up to ten (2 to 10 and 1 to 9)
- Identify written numbers from 0 to 31
- Select and write the correct numeral to indicate a quantity from 0 to 9
- Select a reasonable order of magnitude from three given quantities -- a one-digit number, a two-digit number, and a three-digit number (e.g., 5, 50, and 500) -- for a familiar situation
- Identify ordinal positions from first to fifth using concrete objects

**Number Facts - Addition and Subtraction**

- Identify one more and one less for numbers from 1 to 9
- Add and subtract whole numbers using up to 10 concrete items
- Recognize and correctly use the + and - signs, and understand the meaning of adding to and taking away from

**Comparisons and Fractions**

- Compare two sets of 10 or fewer concrete items to identify one as containing more, less, or the same as the other set.
- Divide a set of 2, 4, 6, or 8 concrete objects into two equal halves

**Measurement**

- Identify the instruments used to measure time, length, weight and temperature
- Make direct comparisons of objects according to length, weight, temperature and volume and measure lengths of objects using nonstandard units of length (such as hand span, or new pencil length) -

**Time and Money**

- Tell time to the hour using analog and digital clocks
- Sequence events in time (before vs. after, first vs. last)
- Know the days of the week and the months of the year in order
- Recognize a penny, nickel, dime, quarter and one dollar bill
- Identify the dollar sign and cents sign, and write amounts to 9 cents using the cents sign

### Patterns and Geometry

- Indicate the ordered position of each of three items in an ordered set from left-to-right, right-to-left, top-to-bottom, and bottom-to-top using both physical objects and pictures
- Identify, describe, and make basic plane figures — square, rectangle, triangle, circle — and identify them in a variety of common objects, regardless of their orientation
- Sort a set of objects based on one attribute (size, shape, color, and quantity), identify the common property of the elements of a set, and identify the item that does not belong in a given set when all other items share a common property
- Identify, describe, and extend a simple repeating pattern found in common objects and pictures (such as increasing size, alternating colors, etc)

### GRADE 1

#### Number Sense

- Read and write numbers from 0 through 100
- Count by ones, twos, fives, and tens from 0 to 100 and count objects in a given set containing up to 100 objects
- Identify one dozen and one pair
- Group concrete objects by ones and tens and recognize place values for ones, tens and hundreds
- Identify the ordinal positions first through tenth using concrete objects and pictures

#### Number Facts - Addition and Subtraction

- Recall addition facts, sums to 12, and the corresponding subtraction facts
- Complete addition and subtraction problems written both horizontally and vertically
- Add 3 single digit numbers with pencil and paper
- Add and subtract two-digit numbers without regrouping
- Report one more, one less, ten more, and ten less from numbers from 10 to 90
- Solve story and picture problems involving one-step solutions, using basic addition and subtraction facts
- Solve simple addition and subtraction equations (to 12) with a blank in any position, such as  $2 + 5 = \underline{\quad}$ ,  $7 - \underline{\quad} = 5$ ,  $\underline{\quad} - 2 = 5$

#### Comparisons and Fractions

- Compare two sets of up to 12 objects, reporting the first to contain more or less than the second, and count the number more or less
- Use the symbols  $<$ ,  $>$ , and  $=$  to compare two sets or pictures of sets of up to 12 objects and two numbers from 0 to 100
- Identify one half, one third, and one fourth using concrete materials or pictures, and divide concrete object sets to 12 into equal halves, thirds, and fourths

### Measurement

- Estimate and measure length in inches and weight in pounds
- Compare weights of objects using a balance scale
- Measure and draw line segments in inches and centimeters
- Estimate and measure volume in cups and identify a cup, a quart and a gallon
- Compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, and rice)
- Associate temperature in degrees Fahrenheit with weather

### Time and Money

- Know the days of the week and the months of the year, both in order and out of sequence
- Tell time to the half-hour, using an analog and digital clocks
- Orient events in time: today using yesterday and tomorrow, morning and afternoon, this morning and yesterday morning, etc.
- Compare duration of events as to taking more or less time
- Recognize and use dollars and cents signs
- Count and report the value of a set of pennies, nickels, or dimes whose total value is up to 100 cents
- Identify the number of pennies equivalent to a nickel, a dime, and a quarter
- Show different combinations of coins that equal the same amount of money

### Patterns and Geometry

- Know and use terms of orientation and relative position, such as: closed/open, on/under/over, in front/in back (behind), between, in the middle of, next to, beside, inside/outside, around, far from/near, above/below, to the right of/to the left of, here/there
- Sort concrete objects according to two attributes (such as color and shape)
- Recognize, describe, and extend a wide variety of patterns, including size, color, shape, and quantity, including increasing, decreasing and repeating patterns with concrete materials and pictures
- Identify the common property of the elements of a set (including function), select matching additions to the set, and identify the item that does not belong in a set
- Identify, describe and sort basic solid figures: sphere, cube, cone
- Draw and describe triangles, squares, rectangles, and circles according to number of sides, corners, and square corners
- Describe objects in the environment as containing triangles, rectangles, squares, and circles

### Graphing

- Interpret simple pictorial graphs.

## GRADE 2

**Number Sense**

- Count by twos, threes, fours and fives to 100
- Count by hundreds and by fifties to 1,000
- Count by tens from any given number
- Count forward and backward in the range from 0 to 1,000
- Count with tally marks in groups of 5
- Read and write numbers from 0 to 1,000
- Read and write numbers from 0 to 100 as words
- Write two- and three-digit numbers in expanded form (such as writing  $500 + 60 + 7$  for 567)
- Compare two whole numbers between 0 and 1,000, using symbols and words ( $>$ ,  $<$ , or  $=$ , "greater than," "less than," or "equal to")
- Round to the nearest 10 for numbers from 0 to 100
- Identify the ordinal positions first through twentieth
- Identify odd and even numbers

**Number Facts - Addition and Subtraction**

- Recall basic addition facts, sums to 18 or less, and the corresponding subtraction facts
- Add two numbers on paper to 999 without regrouping
- Add three two-digit numbers on paper without regrouping
- Estimate sums to 99 and the corresponding differences
- Solve one-step addition and subtraction problems using data from simple charts and picture graphs
- Solve basic word problems involving sums and differences to 12
- Recognize and use the inverse relationship between addition and subtraction to solve problems such as  $4 + \underline{\quad} = 7$  and  $\underline{\quad} + 3 = 7$  and  $7 - \underline{\quad} = 3$
- Identify one more, one less, ten more, ten less, one hundred more, and one hundred less than a given number (solution in the range 0 to 1,000)

**Number Facts - Multiplication**

- Recognize the multiplication sign, know what the terms factor and product mean in multiplication, and understand that multiplication represents repeated addition
- Multiply single digit numbers by 0, 1, 2, and 10

**Comparisons and Fractions**

- Use the symbols  $<$ ,  $>$ , and  $=$  to compare two sets or pictures of sets of up to 12 objects and two numbers from 0 to 1,000
- Identify the part of a set and/or region that represents one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction

### Measurement

- Estimate and make linear measurements to the nearest centimeter and inch, including the distance around a polygon (determine perimeter)
- Make linear measurements in feet and inches, and in meters and centimeters
- Know that one foot = 12 inches
- Know abbreviations: ft, in, cm
- Measure and draw line segments in inches to 1/2 inch and to one centimeter
- Estimate and measure volumes in cups, pints, quarts, gallons and liters, compare these volumes using the concepts of more, less, and equivalent
- Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart)
- Compare weights of objects using a balance scale
- Estimate and measure weight in pounds and kilograms
- Know abbreviations: lb, kg
- Measure and record temperature in degrees Fahrenheit (to the nearest 2 degrees)

### Time and Money

- Tell and write time to the quarter hour, using analog and digital clocks
- Use a.m. and p.m.; noon and midnight
- Solve simple problems on elapsed time
- Use a calendar, identify the date, day of the week, month, and year
- Write the date using words and numbers, and only numbers
- Count, compare, and make change, using a collection of coins and one-dollar bills
- Recognize relative value of penny, nickel, dime, quarter, and dollar
- Read and write amounts of money using dollar and cents signs and the decimal point
- Show different combinations of coins that equal the same amount of money

### Patterns and Geometry

- Estimate and then count the number of square units needed to cover a given surface using grid paper
- Estimate and then count the number of cubes in a rectangular box
- Distinguish between square and rectangle regarding length of sides
- Measure perimeters in inches of squares and rectangles
- Identify solid figures: sphere, cube, pyramid, cone, cylinder and associate solid figures with planar shapes: sphere (circle), cube (square), pyramid (triangle)
- Identify and describe a cube, rectangular solid, sphere, cylinder, and cone, according to the number and shape of faces, edges, bases, and corners.
- Make congruent shapes and designs
- Identify lines as horizontal, vertical, perpendicular, and parallel
- Use names for lines and line segments (for example, line AB; segment CD)
- Identify a line of symmetry and create simple symmetric figures using concrete materials.

- Identify, create, and extend a wide variety of patterns using symbols and objects

### Graphing

- 2-56 locate points from 1 to 10 on a number line
- 2-57 create and interpret simple bar graphs

## GRADE 3

### Number Sense

- Read and write numbers from 0 to 999,999 with digits and words
- Write numbers in expanded form to 999,999
- Identify the place value for each digit up to the hundred-thousands
- Compare two whole numbers between 0 and 999,999, using symbols ( $>$ ,  $<$ , or  $=$ ) and words ("greater than," "less than," or "equal to").
- Round a whole number, 999 or less, to the nearest ten and hundred.
- Identify ordinal positions from first to one-hundredth.
- Read and write decimals to the hundredths

### Number Facts - Addition and Subtraction

- Complete addition problems with and without regrouping (up to 10,000) of any two whole numbers, and the corresponding subtraction problems
- Recall basic addition facts quickly (not just reconstruct them)
- Mentally estimate a sum to 999 and the corresponding difference
- Use mental computation strategies to simplify addition and subtraction problems
- Recognize the addition of a negative number as the subtraction of a positive number.

### Number Facts - Multiplication and Division

- Know multiplication facts to  $10 \times 10$
- Multiply, by 10, 100, and 1,000 mentally
- Multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits
- Estimate a product to 1,000
- Solve simple word problems involving multiplication.
- Know the meaning of dividend, divisor, and quotient
- Know basic division facts to 100 by 10
- Know that you cannot divide by 0
- Understand the equivalence of the different ways of writing division problems
- Know that any number divided by 1 equals the original number
- Divide two- and three-digit dividends by one-digit divisors
- Identify the remainders in division problems

- Understand multiplication and division as opposite operations, and use the inverse relationships between multiplication and division to solve problems such as  $8 \div \underline{\quad} = 2$ .
- Check division by multiplying (and adding remainder)
- Identify perfect squares to 100 and recognize the squared exponent
- Solve two-step word problems
- Solve equations in the form of  $\underline{\quad} \times 9 = 63$ ;  $81 \div \underline{\quad} = 9$
- Solve problems with more than one operation, as in  $(43 - 32) \times (5 + 3) = \underline{\quad}$
- Add and subtract with decimals expressed as tenths, using concrete materials and paper and pencil

### Fractions and Mixed Numbers

- Identify fractions represented by drawings or concrete materials to ninths, and represent a given fraction using both concrete materials and symbols
- Identify numerator and denominator
- Write mixed numbers
- Recognize equivalent fractions (for example,  $1/2 = 3/6$ )
- Compare fractions with like denominators, using the signs  $<$ ,  $>$ , and  $=$
- Compare the numerical value of two fractions having like and unlike denominators, using concrete materials
- Add and subtract with proper fractions having like denominators of 10 or less

### Measurement

- Estimate and measure length in inches, feet, yards, centimeters, and meters
- Know that one foot = 12 inches; one yard = 36 inches = 3 feet; 1 meter = 100 centimeters; 1 meter is a little more than one yard
- Measure and draw line segments in inches (to  $1/4$  inch), and in centimeters (to  $\underline{\quad}$  cm)
- Estimate and measure liquid volume in cups, pints, quarts, gallons, and liters
- Know that 1 quart = 2 pints; 1 gallon = 4 quarts
- Compare a quart and a liter
- Estimate and measure weight in pounds and ounces; grams and kilograms
- Compare weights of objects using a balance scale
- Know abbreviations: lb, oz, g, kg
- Measure and record temperature in degrees Fahrenheit and Celsius
- Know the degree sign
- Identify freezing point of water in Fahrenheit and Celsius

### Time and Money

- Identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours
- Read a clock face and tell time to the minute, tell time in terms of both minutes before and minutes after the hour, and use a.m. and p.m.

- Solve problems of elapsed time
- Use a calendar, identify the date, day of the week, month, and year
- Write the date using words and numbers, and only numbers
- Determine by counting the value of a collection of bills and coins up to \$5.00, compare the value of the coins or bills, and make change using as few coins as possible
- Write amounts of money using dollar and cents signs, and the decimal point

### Patterns and Geometry

- Define the term vertex (plural: vertices) and identify them
- Identify sides of a polygon as line segments
- Identify a regular pentagon, hexagon, and octagon
- Identify right angles and know there are four in a square or rectangle
- Compute area of rectangles in square inches and square centimeters using repeated addition and simple multiplication
- Identify the shape of faces and edges in plane and solid geometric figures (square, rectangle, triangle, cube, rectangular solid, and cylinder)
- Identify and draw representations of line segments and angles, using a ruler or straightedge
- Identify and describe congruent and symmetrical two-dimensional figures
- Recognize and describe patterns formed using concrete objects, tables, and pictures and extend and reproduce the pattern

### Graphing

- Locate zero, positive, and negative whole numbers on a number line
- Create and interpret simple line graphs

## GRADE 4

### Number Sense

- Read and write numbers from -999,999,999 to 999,999,999.
- Write numbers in expanded form to 999,999,999.
- Identify, orally and in writing, the place value for each digit in a whole number expressed through hundred-millions
- Compare two whole numbers between -999,999,999 and 999,999,999, using symbols ( $>$ ,  $<$ , or  $=$ ) and words ("greater than," "less than," or "equal to").
- Round whole numbers to the nearest ten, hundred, and thousand.
- Read, write, and identify decimals expressed through thousandths
- Write decimals in expanded form
- Identify place value of decimals to thousandths
- Compare the value of two decimals through thousandths using the symbols  $>$ ,  $<$ , and  $=$
- Round decimals to the nearest whole number, tenth, and hundredth

**Decimal Arithmetic**

- Add and subtract with decimals through thousandths
- Solve problems involving making change in amounts up to \$100.00

**Multiplication and Division, Multiples and Factors**

- Multiply by two-digit and three-digit numbers
- Solve word problems involving multiplication
- Identify perfect squares (and square roots) to 144
- Multiply mentally by 10, 100, 1,000, and 10,000
- Use mental computation strategies for multiplication, such as breaking a problem into partial products, for example:  $3 \times 27 = (3 \times 20) + (3 \times 7) = 60 + 21 = 81$
- Estimate and divide dividends up to four-digits by one-digit and two-digit divisors
- Solve two-step word problems that include multiplication and division
- Solve multiplication and division problems with money
- Solve multiplication and division equations in the form of  $\_\_ \times 9 = 63$ ;  $81 \div \_\_ = 9$
- Solve problems with more than one operation, as in  $(72 \div 9) \times (144 \div 12) = \_\_$
- Identify multiples of a given number and common multiples of two given numbers
- Identify factors of a given number and common factors of two given numbers

**Fractions and Mixed Numbers**

- Identify and write equivalent fractions and put fractions in lowest terms
- Write mixed numbers and change improper fractions to mixed numbers
- Rename fractions with unlike denominators to fractions with common denominators
- Compare fractions with like and unlike denominators of 12 or less, using the signs  $<$ ,  $>$ , and  $=$
- Add and subtract with fractions having like and unlike denominators of 12 or less

**Relating Decimals and Fractions**

- Read and write decimals as fractions (for example,  $0.39 = 39/100$ )
- Relate fractions to decimals, using concrete objects

**Measurement**

- Estimate and measure length in parts of an inch ( $1/2$ ,  $1/4$ , and  $1/8$ ), inches, feet, yards, millimeters, centimeters, and meters
- Estimate and measure liquid capacity in teaspoons, tablespoons, cups, pints, quarts, gallons, milliliters and liters
- Estimate and measure weight in pounds and ounces, and in grams and kilograms
- Know the following equivalents among U. S. customary units of measurement, and solve problems involving changing units of measurement:  $1 \text{ ft} = 12 \text{ in.}$ ,  $1 \text{ yd} = 3 \text{ ft} = 36 \text{ in.}$ ,  $1$

mi = 5,280 ft, 1 mi = 1,760 yd, 1 lb = 16 oz, 1 ton = 2,000 lb., 1 cup = 8 fl oz, 1 pt = 2 c,  
1 qt = 2 pt, 1 gal = 4 qt

- Know the following equivalents among metric units of measurement, and solve problems involving changing units of measurement: 1 cm = 10 mm, 1 m = 1,000 mm, 1 m = 100 cm, 1 km = 1,000 m, 1 cg = 10 mg, 1 g = 1,000 mg, 1 g = 100 cg, 1 kg = 1,000 g, 1 cl = 10 ml, 1 liter = 1,000 ml, 1 liter = 100 cl
- Estimate the conversion between ounces and grams, pounds and kilograms, inches and centimeters, yards and meters, miles and kilometers, and quarts and liters

### Patterns and Geometry

- Identify and draw points, segments, rays, lines
- Identify and draw lines -- horizontal, vertical, perpendicular, parallel, and intersecting -- and angles -- right, acute, and obtuse
- Identify polygons -- triangle, quadrilateral, pentagon, hexagon, octagon (regular), parallelogram, trapezoid, rectangle, square -- and identify and draw diagonals of quadrilaterals
- Identify the radius (plural: radii) and diameter of a circle and know that radius is half of the diameter
- Recognize similar and congruent figures
- Compute the area of a rectangle and solve problems involving finding area in a variety of square units (mi; yd; ft; in; km; m; cm; mm)
- Compute volume of rectangular prisms in cubic units (cm, in)
- Identify situations representing the use of perimeter and use measuring devices to find perimeter in both standard and nonstandard units of measure
- Extend a given pattern, using concrete materials and tables and solve problems involving pattern identification and completion of patterns

### Graphing

- Read and write decimals on a number line
- Plot pairs of points on a coordinate grid using positive whole numbers

## GRADE 5

### Number Sense

- Read, write, and identify the place values of decimals through ten-thousandths
- Compare the value of two negative or positive decimals through ten-thousandths using the symbols  $>$ ,  $<$ , or  $=$
- Write decimals in expanded form
- Read and write decimals on a number line
- Round decimals (and decimal quotients) to the nearest tenth; to the nearest hundredth; to the nearest thousandth

### Multiplication and Division, Multiples and Factors

- Multiply two factors of up to four digits each
- Know what it means for one number to be divisible by another
- Divide dividends up to four-digits by one-digit, two-digit, and three-digit divisors
- Move the decimal point when dividing by 10, 100, or 1,000
- Solve division problems with remainders by rounding a decimal quotient
- Identify prime numbers less than 50
- Determine the greatest common factor and the least common multiple of given numbers

### Decimal Arithmetic

- Estimate decimal sums, differences, and products by rounding
- Add and subtract decimals through ten-thousandths
- Estimate and find the product of two numbers expressed as decimals through thousandths
- Estimate and find the quotient given a dividend expressed as a decimal through ten-thousandths and a whole number

### Fractions

- Compare fractions with like and unlike denominators of 12 or less, using the signs  $<$ ,  $>$ , and  $=$
- Determine the least common denominator (LCD) of fractions with unlike denominators
- Compare fractions with like and unlike denominators, using the signs  $<$ ,  $>$ , and  $=$
- Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal  $= 1$
- Add and subtract with fractions and mixed numerals (with like and unlike denominators), with and without regrouping, and express answers in simplest form
- Multiply mixed numbers and fractions
- Write fractions as decimals (e.g.,  $1/4 = 0.25$ ;  $17/25 = 0.68$ ;  $1/3 = 0.3333 \dots$  or  $0.33$ , rounded to the nearest hundredth)

### Ratios and Percent

- Determine and express simple ratios
- Use ratio to create a simple scale drawing
- Solve problems on speed as a ratio, using the formula  $S = d / t$  (or  $D = r \times t$ )
- Recognize the percent sign and understand percent as per hundred
- Find the given percent of a number
- Express equivalents between fractions, decimals, and percent, and know the percentage equivalent for  $1/10$ ,  $1/4$ ,  $1/2$ , and  $3/4$

### Measurement

- Estimate and make linear measurements in yards, in feet and inches (to 1/16 in.), and in meters, centimeters, and millimeters
- Convert to common units of measurement in problems involving addition and subtraction of different units
- Choose an appropriate measuring device and unit of measure to solve problems involving measurement of length in parts of an inch, inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers; weight/mass in ounces, pounds, tons, grams, and kilograms; liquid volume in cups, pints, quarts, gallons, milliliters, and liters; area in square units of length; and temperature in degrees Celsius and Fahrenheit
- Estimating the conversion between Celsius and Fahrenheit
- Determine an amount of elapsed time in hours and minutes to 24 hours, including crossing noon or midnight

### Geometry

- Determine the perimeter of a polygon and the area of a square, rectangle, and triangle, given the appropriate measures
- Identify the diameter, radius, chord, and circumference of a circle
- Differentiate between area and perimeter and identify whether the application of the concept of perimeter or area is appropriate for a given problem
- Measure angles in degrees and know the meaning of right angle, acute angle, obtuse angle, and straight angle
- Identify and construct different kinds of triangles -- equilateral, right, and isosceles
- Define what it means for triangles to be congruent
- Know that regular polygons have sides of equal length and angles of equal measure
- Identify and draw diagonals of polygons
- Work with circles to identify arc, chord, radius and diameter
- Use a compass, draw circles with a given diameter or radius
- Find the circumference of a circle using the formulas  $C = \pi d$ , and  $C = 2 \pi r$ , using 3.14 as the value of  $\pi$
- Find the area of a rectangle, triangle, and parallelogram in a variety of square units (mi, yd, ft, in, km, m, cm, mm)
- Find the area of an irregular polygon by dividing it into regular figures
- Compute volume and surface area of a rectangular prism
- Describe and extend numerical and geometric patterns, including triangular numbers, perfect squares, patterns formed by powers of 10, and arithmetic sequences

### Algebra and Graphing

- Identify the commutative and associative properties for addition, and the commutative, associative, and distributive properties for multiplication, and illustrate understanding by usage and identifying examples and counter examples
- Recognize variables and solve one-operation equations using variables
- Write and solve equations for word problems using variables

- Identify the ordered pair for a point and locate the point for an ordered pair in the first quadrant of a coordinate plane

## GRADE 6

### Number Sense

- Read, write, and order positive and negative decimals to the nearest hundred-thousandth
- Write decimals in expanded form and write numbers in expanded form with scientific notation
- Round whole numbers to the nearest ten through million
- Round decimals (and decimal quotients) to the nearest whole number, tenth, hundredth, and thousandth
- Read and evaluate numerical expressions with exponents
- Identify powers of 10 to  $10^6$
- Compare positive and negative decimals, mixed numbers, whole numbers and fractions with like and unlike denominators, using the signs  $<$ ,  $>$ , and  $=$ , including scientific notation.

### Decimals, Fractions, Ratios and Percents

- Estimate decimal sums, differences, products and quotients with rounding, and verify the solution
- Determine whether a number is a prime number or a composite number, and explain the concepts of prime and composite numbers
- Identify the reciprocal of a given fraction and know that the product of a given number and its reciprocal = 1
- Round fractions to the nearest whole number,  $1/2$ ,  $1/3$ ,  $1/4$ ,  $1/5$ ,  $1/8$ , and  $1/10$
- Translate among percent, fractions and decimals, including repeating decimals
- Add and subtract positive and negative decimals, mixed numbers, whole numbers and fractions with like and unlike denominators
- Multiply and divide positive and negative decimals, mixed numbers, whole numbers and fractions, including dividing by a fraction
- Solve problems involving percent increase and decrease and with percent greater than 100%
- Solve problems that involve addition, subtraction, and/or multiplication with fractions and mixed numbers, with and without regrouping, that include like and unlike denominators, and express their answers in simplest form
- Use estimation strategies to solve multi-step practical problems involving whole numbers, decimals, and fractions.
- Compare two values or variables as ratios using appropriate notations such as  $a/b$ ,  $a$  to  $b$ , and  $a:b$
- Solve proportions, including word problems involving proportions with one unknown
- Use ratios and proportions to interpret map scales and scale drawings
- Solve multi-step consumer application problems involving fractions and decimals

- Recognize probability as a measure of the likelihood that an event will happen and express probability of a given event as a fraction and as a ratio

### Measurement

- Associate prefixes used in metric system with quantities: kilo, hecto, deka, deci, centi, milli
- Compare and convert units of measures for length, weight/mass, and volume within the U.S. Customary system and within the metric system and estimate conversions between units in each system

### Geometry

- Estimate angle measures to 30 degrees and use the appropriate tools to measure the given angles
- Identify and use signs that mean is congruent to, is similar to, is parallel to, and is perpendicular to
- Construct parallel lines and a parallelogram
- Know that, if two lines are parallel, any line perpendicular to one is also perpendicular to the other
- Know that two lines that are both perpendicular to another line are parallel to each other
- Bisect an angle
- Construct an angle congruent to a given angle
- Construct a figure congruent to a given figure, using reflection over a line of symmetry, and identify corresponding parts
- Show how congruent plane figures can be made to correspond through reflection, rotation, and translation
- Know that sum of the measures of the angles of a triangle
- Identify congruent angles and sides, and axes of symmetry, in parallelograms, rhombuses, rectangles, and squares
- Find the area and perimeter of a rectangle, square, triangle, parallelogram, and circle
- Find the volume of rectangular solids and find a missing dimension given the volume
- Determine if geometric figures (quadrilaterals and triangles) are similar and write proportions to express the relationships between corresponding parts of similar figures

### Algebra and Graphing

- Recognize variables and solve linear equations in one variable
- Write and solve equations for word problems
- Create data summaries in graphic form (bar, line, and circle graphs)
- Solve problems requiring interpretation and application of graphically displayed data
- Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers
- Use the terms origin, x-axis, and y-axis working with the coordinate plane
- Graph simple functions and solve problems involving use of a coordinate plane

**SCIENCE CURRICULUM OBJECTIVES****KINDERGARTEN****Earth and Space Science**

Students will know:

- Materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere.
- Short-term weather conditions (rain, snow, and temperature) can change daily and over seasons.
- The sun supplies warmth to the earth.
- There is a limited amount of air, water, and land.

**Life Science**

Students will know:

- Plants and animals have different features that allow them to live in different environments.
- Plants and animals resemble their parents.
- Plants and animals need certain resources (food, water, and light) to live.

**Physical Science**

Students will know:

- Water can be a liquid or a solid and can change from one to another.

**Nature of Science**

Students will know:

- Scientific investigations generally work in the same way in different places and normally produce results that can be duplicated.
- Learning can come from careful observations and simple experiments
- Tools and measurement devices can be used to gather information and extend the senses.
- It is helpful to work in a team and share findings with others

**GRADE 1****Earth and Space Science**

Students will know that:

- Materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere.
- Stars and innumerable, unevenly dispersed, and unequal in brightness.
- There is a pattern in the movement of the sun and moon.

**Life Science**

Students will know that:

- Plants and animals have features that help them live in different environments.
- Living things are found almost everywhere in the world.
- Differences exist among individuals of the same kind of plant and or animal.
- Animals require air, water, food, and shelter.
- Plants require air, water, food and light.

**Physical Science:**

Students will know that:

- Electricity in circuits can produce light, heat, sound, and magnetic effects.
- Magnets can be used to make some things move without being touched.
- Pushing and pulling can change the position and motion of an object.
- Things fall to the earth unless something holds them up.

**Nature of Science**

Students will know that:

- Scientific investigations generally work in the same way in different places and normally produce results that can be duplicated.
- Learning can come from careful observations and simple experiments.
- Tools and measurement devices can be used to gather information and extend the senses.
- It is helpful to work in a team and share findings with others.

**GRADE 2****Earth and Space Science**

Students will know that:

- Rocks come in different shapes and sizes (sand, pebbles, boulders).
- Rocks and fossils can give clues to the past.
- Some plant and animal life that once live on the earth have completely disappeared.

**Life Science**

Students will know that:

- Animals require air, water, food, and shelter.
- Plants require air, water, nutrients and light.
- Distinct environments support different types of plant and animal life.

**Physical Science**

Students will know that:

- Different objects are made of different types of materials and have observable properties.
- Things can be done to materials (heating, freezing, mixing, cutting, blending) to change the properties of the object.
- Not all materials respond to external actions in the same way.
- Heat can be produced in many ways.
- Vibrating objects produce sound.
- Light travels in a straight line until it strikes an object.

**Nature of Science**

Students will know that:

- Scientific investigations generally work in the same way in different places and normally produce results that can be duplicated.
- Learning can come from careful observations and simple experiments
- Tools and measurement devices can be used to gather information and extend the senses.
- It is helpful to work in a team and share findings with others

**GRADE 3****Earth and Space Science**

Students will know that:

- Knows that water can change from one state to another through various processes.
- Knows that air is a substance that surrounds us, takes up space, and moves around the earth as wind.

**Life Science**

Students will know that:

- There are different ways of grouping animal life.
- Animals have different structures that perform different functions.
- Animals go through life cycles.
- Life cycles are different between animals.
- Many characteristics of an organism are inherited from the parents of the organism.
- Many characteristics of an organism are a result of the interaction with their environment.
- Animal behavior is influenced by internal and external cues.

**Physical Science**

Students will know that:

- Properties such as length, weight, temperature, and volume can be measured using appropriate devices.
- Object's motion can be described by tracing and measuring its position over time.
- Force applied to an object can change the speed and direction of the object.
- There is a relationship between the force applied to an object and the effect on object.

**Nature of Science**

Students will know that:

- Although the same scientific investigation may give slightly different results when it is carried out by different people, or at different times and places, the general information collected from the investigation should be replicable by others.
- Scientific investigations involve asking and answering questions and comparing results.
- Scientists use different kinds of investigation depending on the questions they are trying to answer.
- Scientists plan and conduct investigations.
- Scientific explanations are based upon evidence.
- People of all ages, background, and groups have made contributions to science.
- Scientist often works in teams to accomplish tasks.

**GRADE 4****Earth and Space Science**

Students will know:

- Major differences between fresh and ocean waters.
- That smaller rocks can come from the breakage and weathering of bedrock and larger rocks.
- That rocks are composed of different combination of minerals.
- The composition and properties of soil.
- How the earth's surface is changed by both rapid and slow processes.
- Fossils provide evidence about the plants and animals that lived long ago.

**Life Sciences**

Students will know:

- How plants use photosynthesis to grow.
- The role of plants within ecosystems.
- That plants can be grouped in different ways.
- Plants progress through life cycles.
- The transfer of energy is essential to all living organisms.

**Physical Sciences**

Students will know:

- The organization of a simple electrical circuit.
- Electrically charged material pulls on all other materials and can attract or repel other charged materials.
- The pitch of a sound depends on the vibration producing it.
- Light can be reflected, refracted or absorbed.

**Nature of Science**

Students will know:

- Although the same scientific investigation may give slightly different results when it is carried out by different people, or at different times and places, the general information collected from the investigation should be replicable by others.
- Scientific investigations involve asking and answering questions and comparing results.
- Scientists use different kinds of investigation depending on the questions they are trying to answer.
- Scientists plan and conduct investigations.
- Scientific explanations are based upon evidence.
- People of all ages, background, and groups have made contributions to science.
- Scientist often works in teams to accomplish tasks.

**GRADE 5****Earth and Space Science**

Students will know:

- The sun provides the light and heat necessary to maintain the temperature of the earth.
- The earth is one of several planets that orbit the sun, and moon orbits around the earth.
- The patterns of stars in the sky stay the same.
- Planets look like stars but over time appear to move among the constellations.
- The use of telescopes.
- Astronomical objects are large in size and separated by vast distances.

**Life Sciences**

Students will know:

- All organisms are composed of cells, which are the fundamental units of life.
- Cells convert energy obtained from food to carry on the functions needed to sustained life.
- Knows the levels of organization in living systems.
- Multi-cellular organisms have a variety of specialized cells, tissues, organs, and systems that perform special functions.
- Intrinsic failures or infections can cause diseases in organism by other organisms.

- Changes in environments can have different effects on different organisms.
- Organisms can produce beneficial or detrimental changes to the environment.

### Physical Sciences

Students will know:

- Objects can be classified based upon their properties.
- Knows that properties can be measured using the appropriate tools.
- Materials can have different states.
- The mass of a material is constant whether it is together, in parts, or in different states.

### Nature of Science

Students will know:

- Although the same scientific investigation may give slightly different results when it is carried out by a different person, or at different times and places, the general information collected from the investigation should be replicable by others.
- Scientific investigations involve asking and answering questions and comparing results.
- Scientists use different kinds of investigation depending on the questions they are trying to answer.
- Scientists plan and conduct investigations.
- Scientific explanations are based upon evidence.
- People of all ages, background, and groups have made contributions to science.
- Scientist often works in teams to accomplish tasks.

## GRADE 6

### Earth and Space Science

Students will know:

- The earth's crust is divided into plates that move slowly in response to the movements of the mantle.
- Landforms are created through a combination of constructive and destructive forces.
- To classify rocks and minerals based upon their age.
- The physical and chemical properties of ocean water.
- Environmental causes for the extinction of species.

### Life Sciences

Students will know:

- Ways in which living things can be classified.
- How energy is transferred through food webs in an ecosystem.
- That animals and plants have a great deal of variety of body plans and internal structures serve specific functions for survival.

- That for sexually reproducing organisms, a species comprises all organisms that can mate with one another to produce fertile offspring.
- How to identify similar internal structures and processes in different organisms.
- Reproduction is a characteristic of all living things and is required for the continuation of the species.
- The differences between sexual and asexual reproduction.
- Hereditary information is contained within genes.
- How dominant and recessive traits contribute to genetic variations within a species.

### **Physical Science**

Students will know:

- Energy is a property of many substances.
- Energy can be in the form of heat, chemical, mechanical, or electrical.
- Energy can not be created or destroyed only changed in form.
- Electrical currents can produce magnetic forces.
- Vibrations move at different speeds in different wavelengths through different materials.
- Methods light interacts with matter.
- The human eye can see a narrow range of wavelength of electromagnetic radiation.
- Differences in wavelength within the range of visible light are perceived as differences in color.

### **Nature of Science**

Students will know:

- Although the same scientific investigation may give slightly different results when it is carried out by a different person, or at different times and places, the general information collected from the investigation should be replicable by others.
- Throughout history many scientific innovators had trouble breaking through excepted ideas of their time.
- Scientific investigations involve asking and answering questions and comparing results.
- Scientists use different kinds of investigation depending on the questions they are trying to answer.
- Scientists plan and conduct investigations.
- How to use hypotheses in science.
- Scientific explanations are based upon the systematic collection of evidence.
- People of all ages, background, and groups have made contributions to science.
- Scientist often works in teams to accomplish tasks.

When OWN adds a middle school, the following curriculum will be implemented:

### JOURNEY THROUGH TIME AND PLACE:

#### PARAGON IN THE MIDDLE GRADES

During the Middle School years, students will continue their hands-on, interdisciplinary exploration of the history of great ideas in world culture with Journey through Time and Place curriculum. Unlike the daily lesson plans and month-long historical units featured in the K-5 Paragon program, Journey through Time and Place will feature foundational content in alignment with national content standards, along with a unique arts alignment guide created by the Paragon Curriculum Design Team. The middle grades interdisciplinary curriculum will provide students with a rich array of research resources, including multi-media lessons, periodicals, thematically aligned primary and secondary sources in literature, philosophy, social science, political science, economics, technological innovation, psychology and the arts. As with the K-5 Paragon program, the visual and performing arts will play a vital role.

Mosaica has its own arts program that is part of the Journey through Time and Place curriculum. It will be taught by the regular classroom teacher, fully integrated into the interdisciplinary curriculum, and aligned with state and national standards in the arts. In addition, students will also have the opportunity to work with various Artist-Educators in Residence on in-depth arts studies that will be thematically correlated to the Journey through Time and Place curriculum. The Artist-Educators in Residence program will take place twice a week at the time allotted for Specials.

The importance of the arts is demonstrated in recent research. In SAT test scores, students with four or more years of arts education scored 59 points higher on the verbal portion of the test and 44 points higher on math portion of the test.<sup>xix</sup> Students studying and practicing the arts have grade point averages that are on average 10% higher than students who do not have the arts.<sup>xx</sup>

The OWN Charter School students will journey through United States history for a full year (6<sup>th</sup> grade), and carry out in-depth explorations of six cultural areas (one per trimester) during the 7<sup>th</sup> and 8<sup>th</sup> grade. Students will begin their journey at home, and study America from colonization to modern times. Once they have an in-depth understanding of their own home, they will travel abroad to Africa, the Middle East, China, India, Europe and Russia, and Latin America.

Along their journey through time, students will encounter compelling issues of particular relevance to the early teen years, questions that are timeless and boundless in their capacity to captivate thinkers. Recurring themes that will spiral through the curriculum for the duration of the three years, include:

- Individualism
- Family Stories
- Self Reliance
- Humanism
- Philosophy

<sup>xix</sup> College Entrance Examination Board, 1995

<sup>xx</sup> UCLA School of Education, 1997

- Political Systems
- The Spread and Assimilation of Ideas
- Cultural Influences
- Interdependence
- Civil and Human Rights
- Responsibility

Each grade level is detailed below.

### 6<sup>TH</sup> GRADE – THE UNITED STATES

We are committed to providing solid content that aligns with national and state standards. We believe that students must understand their immediate world before they can develop historical empathy and an understanding of other cultures. To this end, students will explore colonization and formation of the United States, development and expansion, government, issues and debates, modernization, and current times.

By journeying through time and place in the United States, we believe that sixth-graders will gain a solid foundation:

- On an individual level—by understanding who they are and where they come from.
- On an ethnic level—by understanding their cultural heritage and the issues and decisions faced by their ancestors.
- On a political level—by understanding the ideals upon which democracy was built, and in understanding the structure of their government.
- On a historical level—by understanding the people and events that have occurred which have shaped the United States.
- On an aesthetic level—by understanding individual and cultural expression through the arts and humanities.

To facilitate this course of study, we have selected as our foundational content **Social Studies 2000®**. This award-winning, technology-based curriculum consists of lesson plans and activities, a teacher guide, student workbooks, a bank of videodisc images and video footage, an extensive database of information, primary source and secondary source documents, trade books and magazines, maps and atlases, and computer simulations produced by **Decision Development Corporation**.

**Social Science 2000®** is a problem-based, hands-on curriculum that challenges students to analyze various sides of an issue, evaluate possible solutions, weigh consequences, and formulate personal opinions. The themes and content are consistent with **National Standards in History, Geography, and Social Studies**. An overview of the topics is as follows:

- Cultural exchange, colonization
- US Constitution and precursors
- Factories, agriculture, slavery
- Westward expansion, frontiers
- Cherokee and other Native Americans
- Roanoke

- Revolution and Civil Wars
- Leaders, notables
- Regions, environment
- Progress, industrial growth
- Labor, immigration, urbanization
- Industrialization, technology
- Social and political development
- Civil and Human rights
- Contemporary Civil Rights issues
- Community issues
- Natural resources
- Cultural development

In addition to Social Science 2000®, we will be providing a variety of print and electronic resources for classroom research.

Within the sixth grade the Arts Curriculum will explore the following.

#### **Dance**

- Folk dance; its origins, social and historic context, and performance
- Students create and perform original dance pieces on historical themes
- Students attend performances of various ethnic dance groups

#### **Music**

- American music; its origins, cultural context, and performance
- The role of music in cultural assimilation
- The role of music in establishing cultural identity
- American music and its influence throughout the world

#### **Theater**

- Students compare theater and films representing historical events with historical accounts
- Students create and perform their own historical dramas
- Theater used a tool to learn decision making skills and conflict resolution
- Students perform scenes from classic American theater

#### **Visual Arts**

- Study of American genre painting, its meaning and context
- Students create murals based on American themes
- Students learn and use graphic skills for the creation of a magazine

This curriculum will meet the following ASCD standards for the arts: Art Connections – 1; Dance – 1, 2, 3, 4, 5; Music – 1, 3, 6, 7; Theater – 1, 2, 3, 4, 5, 6; Visual Art – 1, 2, 3, 4, 5.

### 7<sup>TH</sup> GRADE – AFRICA, THE MIDDLE EAST, AND CHINA

Once students have a good understanding of who they are and where they came from, they will venture from their homeland into Africa, the Middle East, and China. We have chosen Africa as the first stop away from home because of its depth of age and diversity of culture. It is here that we find evidence of humankind's common ancestor and a four-million-year continuum of the development of humanity. By examining the depth and breadth of culture, students will see that the hallmark of humanity is diversity. They will develop an understanding of the meaning of time and chronology, and how these are interrelated to continuity and change.

From Africa, students will journey to the Middle East. The Middle East is often seen as the crossroads of humanity, the place where West and East meet. This convergence has produced a rich culture where diversity has given rise to both continuity and conflict. Here, students will analyze cause and effect and gain an understanding of a culture's ethical and moral commitments. They will explore how society tries to resolve ethical issues within its cultural and historic context.

For the last trimester of the seventh grade, students will journey to China and surrounding areas. Often viewed as the culture with the most enduring and consistent way of life, students will understand why and how the cornerstones of Chinese beliefs established such a strong connection with all that had gone before. Ancestor worship, the pivotal role of the family, and the emphasis on group rather than individual has facilitated continuity and a reverence for the seamless interdependence of past, present and future.

By journeying through time and place in Africa, the Middle East, and China, seventh-graders will gain a solid foundation:

- On an individual level—by understanding the longevity and diversity of humanity.
- On an ethical level—by understanding the beliefs that shape culture.
- On a political level—by understanding the ideals upon which various political systems are built, and how these systems often reflect ethical beliefs. They will also understand why conflict occurs between government and society when political systems do not reflect ethical beliefs.
- On a historical level—by understanding the people and events that have occurred which have shaped African, Middle Eastern, and Chinese culture.
- On an aesthetic level—by understanding individual and cultural expression through the arts and humanities.

To facilitate this course of study, students will research a variety of resources including textbooks, trade books, video, software, and literature. We are recommending Teachers' Curriculum Institute - History Alive! World History Program for the middle school curriculum. However, we will continue to consider other publishers and programs as they become available.

**Support Curriculum:**

- National Geographic ZipZapMap! World
- National Geographic CD-ROM Reference Library
- Living Geography, Instructional Fair

Consistent with national standards, the exploration of Africa, the Middle East, and China will take seventh-grade students through:

- the development of culture
- the rise of cities and civilizations
- cultural interaction and the spread of ideas and goods
- the development and spread of belief systems
- human rights issues
- contemporary and global issues.

This curriculum will meet the following ASCD standards for world history: 1, 2, 3, 4, 6, 7, 9, 12, 13, 14, 16, 18, 19, 21, 22, 23, 25, 28, 29, 30, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, & 46.

Within the seventh grade the Arts Curriculum will explore the following:

**Dance**

- Students study the ritual and social importance of dance in Africa and the Middle East
- Students study how cultural wisdom is transmitted through dance
- Students create and perform original dance pieces with philosophical themes
- Students attend performances of various dance groups
- Students learn how the arts work in connection with one another

**Music**

- Students construct, compose for, and perform on simple musical instruments, e.g., flutes and percussion
- Student learn how song transmits cultural wisdom
- Students listen to music from Africa, the Middle East, and China
- Students develop a vocabulary for talking about this music

**Theater**

- Students examine the drama of Africa, the Middle East, and China and its differences from European/American models
- Students reenact moments from history to study decision making skills and conflict resolution
- Students perform scenes based on classic Chinese theater to understand how cultural wisdom is transmitted through story and performance

### Visual Arts

- Study Chinese landscape painting and how Chinese "perspective" demonstrates the Chinese world view and how it differs from European/American models
- Students create masks based on African models to understand how cultural beliefs are embodied in a physical/aesthetic/ritual object
- Students learn how the geometry and architecture of Islamic buildings re-presents Muslim ideals

This curriculum will meet the following ASCD standards for the arts: Art Connections - 1; Dance - 1, 2, 3, 4, 5; Music - 1, 2, 3, 4, 6, 7; Theater - 1, 2, 3, 4, 5, 6; Visual Art - 1, 2, 3, 4, 5.

### 8<sup>TH</sup> GRADE - INDIA, EUROPE, AND LATIN AMERICA

After students have explored the depth and breadth of humanity in Africa, the Middle East, and China, they will journey to India, Europe, and Latin America.

We have chosen India as the first stop for the eighth grade because of its ancient belief system and literary tradition. It is here that we find the oldest standardized religion, Hinduism, and accompanying literary texts. Through an exploration of India and Hinduism, students will understand the values and assumptions of Indian people, what they honor, and how their beliefs shape culture. Students will gain insight into the connection between ideas and actions, ideology and policy, and policy and practice.

From India, students will journey to Europe and Russia. Europe and Russia are places where cultural identity has been shaped by the exchange of ideas, the merging and blending of cultures, assimilation, and change. Students will look at the rich cultural legacy of Europe and Russia and recognize how a nation's literature and arts react to and comment on events in its political and social development. They will understand that commentary is often so powerful that it extends its influence to other places where it may not have been originally intended. In a different cultural context, the commentary can give rise to social movements that usher in sweeping changes.

For the last trimester of the eighth grade, students will journey to Latin America. The last major area to be populated, Latin America, like the United States, is a land whose indigenous population has largely been replaced. It is a culture that has grown out of the influence of Europe. By comparing and contrasting Latin America with the United States, students will identify common experiences, as well as variation. As their final destination, students will be able to make connections between the two cultures, and all the cultures of the world, as they end their journey through time and place.

By journeying through time and place in India, Europe and Russia, and Latin America, eighth-graders will gain a solid foundation:

- On an individual level—by understanding world culture and their place within it.
- On an ethical level—by understanding the beliefs that shape culture.
- On a political level—by understanding the ideals upon which various political systems are built, and how these systems rise and fall with changing beliefs.

- On a historical level—by understanding the people and events that have occurred which have shaped Indian, European and Russian, and Latin American culture.
- On an aesthetic level—by understanding individual and cultural expression through the arts and humanities.

As with the sixth and seventh grades, to facilitate this course of study, students will research a variety of resources including textbooks, trade books, video, software, and literature. Refer to list on page 9.

Consistent with national standards, the exploration of India, Europe and Russia, and Latin America will take students through:

- the development of culture
- cultural interaction and the spread of ideas and goods
- the development and spread of belief systems
- technology and culture
- human rights issues
- contemporary and global issues.

This curriculum will meet the following ASCD standards for world history: 3, 4, 5, 8, 9, 10, 11, 12, 15, 17, 18, 20, 21, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, & 46.

Within the seventh grade the Arts Curriculum will examine the following:

#### **Dance**

- Students study how dance/movement is used for health in Indian culture and how this relates to cultural belief systems
- Students study how one culture effects the dance of another
- Students learn social dance as a means of understand social norms
- Students attend ballet performances

#### **Music**

- Students examine the connections between African and Latin American music
- Student study the development of opera and western musical notation
- Students create their own opera on historical themes
- Students learn how the arts work in connection with one another

#### **Theater**

- Students compare theater and films on historical events with the facts
- Students create and perform their own historical dramas
- Students understand connections between theater and philosophy
- Students perform scenes from classic European theater

### Visual Arts

- Students create sculptures based on Indian themes
- Students how political themes effect visual art
- Students make books to demonstrate the importance of the written word

This curriculum will meet the following ASCD standards for the arts: Art Connections – 1; Dance – 1, 2, 3, 4, 5, 6; Music – 1, 2, 3, 4, 5, 6, 7; Theater – 1, 2, 3, 4, 5, 6; Visual Art – 1, 2, 3, 4, 5.

### ARTS ALIGNMENT GRADES 6 – 8

We are committed to the visual and performing arts in middle school curriculum. It is well documented that including the arts in middle school contributes to higher grades, higher rates of retention in high school, higher test scores, and increased college enrollment. The arts engage students and make them look forward to school. The arts allow students to express feelings of joy, fulfill their need to create, and find meaning in their lives.

The joy intrinsic in learning in the arts is one of the most effective means of turning students into life-long learners. Given the changing nature of the workplace in the next millennium, the ability to be a life-long learner may be one of the most important skills we can teach students. Technologies and jobs that do not today exist may be the norm in thirty years time. Today's middle school students need to be prepared for those jobs – whatever they may be! The performing arts are also good for developing interpersonal skills, communication skills, and collaboration skills - all part of what Daniel Goldman calls Emotional Intelligence – and all skills that employers value highly.

Beyond this, the arts are inclusive in ways that matter in that they teach to the Multiple Intelligences. Instruction in the arts inherently uses Problem-based learning (PBL) and Active Research (AR), pedagogical methods that are especially efficacious in middle schools. The arts further give students skills in observation, attention, the ability to see relationships, understand spatial relationships, and the ability to recognize and invent patterns. Leaving the arts out of education omits cognitive development in crucial areas of the brain, "in effect shortchanging the mind" (Howard Gardner, 1988).

Biochemist Robert Root-Bernstein stresses the importance of developing intelligences through arts education that are not addressed in other areas of the curriculum. "The same tools of thought that an artist needs to paint or sculpt or that a writer needs to write or a musician to compose are those which a scientist needs to discover or a technologist needs to invent. But these skills are not taught within any standard scientific or technological curriculum. Virtually their only source is the arts" (1995). Elliot Eisner, Professor of Art Education at Stanford University, has demonstrated through his research (1993) the interdependencies of arts education, the sciences and economic growth.

There are three convictions that form the basis of the importance of arts in education. The arts have *instrumental* value, that is, they assist in the learning other subjects and disciplines. The arts also have *intrinsic* value, making them important subjects and disciplines to be studied on their own. The arts also have an *enduring* value, that is, in an educated society everyone should

have the background to appreciate and enjoy the artistic expressions that are at the heart of cultural existence.

When the arts are well taught they are studied from the vantage of four dimensions. *Artistic perception* – this is the heart of subject centered instruction, students learn the essential vocabulary of each discipline and gain the basic skills and knowledge to communicate in that art form. *Creative expression* – this is the producing or performing of art. There is an equal emphasis on process and performance or product. *Historical and cultural context* – this leads to an understanding of the arts within the specific context of the time and place of their creation. *Aesthetic valuing* – this means analyzing, making informed judgments about and pursuing meaning in the arts.

When the arts are well taught and integrated into a curriculum, the following overarching concepts are taught as well:

- There are multiple correct answers to any question. Tolerance of ambiguity is the sign of an artist.
- The world is composed of complex systems. Understanding relationships within systems is crucial.
- Goals and objectives can change within a process.
- Imagination is a crucial component of society and culture.
- Understanding complex problems depends upon our ability to competently perceive the problem and make a series of judgments based on our perception.
- Language and numbers cannot fully express the range of our cognition.
- Small differences can have large effects.
- The journey itself can be enjoyable.
- The act of observation is necessary for any and all inquiry to begin.
- Serious play is an effective mode for learning.
- Perception is physical – the mind and the body are one.

The Middle School Model provides instruction in the Visual and Performing Arts in two tracks. The first track is fully integrated into the Journey through Time and Place curriculum. It includes art lessons and activities in all four arts disciplines. These activities relate directly to the topics studied. These lessons align with arts standards as outlined in *National Standards for Arts Education – What Every Young American Should Know and Be Able to Do in the Arts* developed by the Consortium of National Arts Education Associations, *Content Knowledge A Compendium of Standards and Benchmarks for K-12 Education* by John S. Kendall and Robert J. Marzano (ASCD standards), and in the *National Assessment for Education Process (NAEP)*.

The second track is a biweekly class on a specific art discipline taught by a Professional Artist-Educator. While the art discipline in each trimester correlates thematically to the social studies topic, the focus is on acquiring the skills, vocabulary, and knowledge of the art discipline itself. The regular classroom teacher and the Artist-Educator will work together to enable students to make connections between the arts and social studies in a way that goes beyond thematic connections. Students will understand the cognitive connections, the affective connections, the conceptual connections, the perceptual connections, and the critical connections.

Although an art discipline is outlined for each trimester, e.g., African Music and Dance will be taught in the first trimester of the seventh grade, the specific discipline content will vary according to the talents of Artist-Educators available in the communities in which the school is located. For example, students may learn West African dance or they may learn South African dance. The difference in specific subject matter is not important. What is important is that students are exposed to the rigors of learning an artistic discipline over time as taught by a practicing artist-educator, that the regular classroom teacher understand the connections and correlations between the arts and other subjects, and that the pedagogy be developmentally appropriate.

In order to ensure quality we will utilize the resources of state and local arts councils and nearby universities to secure the best artist-educators. In order to help guide them, regular classroom teachers will have a document, "Creative Collaborations," that outlines how teachers and artist-educators effectively work together. There will also be in-services conducted by the Curriculum Implementation Facilitator (CIF) at each school.

This two-pronged approach to the arts in middle school provides both breadth and depth. It will challenge students and help them to succeed as creative thinkers, life-long learners, and culturally literate communicators.

To assist with alignment, we will utilize *Curriculum Designer*, a software program developed by EdVision that enables school systems to create a curriculum and examine its alignment to state standards. It also tests specifications for national standardized tests, such as the Iowa Test of Basic Skills, and will include the New York State Assessments.

By using *Curriculum Designer* and elementary school teachers familiar with National standards, the proposed Language Arts, Mathematics, Science and Social Studies curricular materials are compared to the New York State standards. The standard(s) to which each curricular goal aligns is identified. At the end of the process, all curricular goals that do not align with a standard are identified and all standards for which no curricular goals align are identified. The findings for the state are presented to the OWN instructional staff and curriculum design team whom will determine whether a curricular goal that does not align with a state standard is maintained or discarded. Similarly, for any state standards that do not have at least one curricular goal aligned to it, the curriculum design team will develop classroom activities that will help students develop the skills and/or knowledge specified by the standard.

See Appendix 2 for the complete NY curriculum alignment of Language Arts, Science and Mathematics.

## ATTACHMENT 16

**If the educational program or philosophy of this proposed charter school tracks a model curriculum or design, describe the model education program.**

OWN Charter School does not focus around a specific academic theme. It does, however, subscribe to the educational goal of preparing students to be creative, intuitive and analytical thinkers who assume responsibility for their own learning and achievement. The school is committed to facilitating the learning process by encouraging high ethical and academic standards.

To accomplish these goals, OWN Charter School will adopt Mosaica Education's Paragon curriculum that draws from Dr. Howard Gardner's multiple intelligences and E. D. Hirsh's *Core Knowledge*—two pedagogies often viewed as antithetical. Like *Core Knowledge*, the Paragon curriculum insists that a well-educated person master a certain knowledge base (although Paragon's broader definition of "core" includes more contributions from women and non-Europeans). However, Paragon also recognizes that people learn in many ways, as first articulated by Gardner in his influential 1983 book *Frames of Mind*. Through Paragon, OWN students will be able to tap into their natural skills and abilities that are often not developed in the classroom, e.g., spatial capacity seen in an outstanding artist or architect, the musical gifts of a great musician, or the interpersonal skills of a great leader like Martin Luther King, Jr.

As illustrated below in an example from a fourth grade Unit 3 Medieval lesson, a student at OWN Charter School will be able to draw upon and further develop a diverse range of skills and abilities when engaged in the "hands-on" Paragon curriculum -- skills ranging from reading comprehension to art to drama to logical reasoning to interpersonal skills such as consensus building.

During the 2-1/2 hour session, students read an excerpt from the classic version of the Robin Hood story discussing the "old-fashioned" language features of the story. Students then view and compare film clips of Robin Hood's adventures. After each student creates his or her individual storyboard of the sequence of events from the reading selection, the class divides into teams to collaborate on writing and enacting short skits about Robin Hood and his compatriots. Next, the students learn to draw a thumbnail sketch of a human figure and end the lesson with a classroom debate as to whether Robin Hood was a hero or an outlaw.

Like other Paragon lessons, this afternoon on the classic Robin Hood story develops many of Gardner's "multiple intelligences" while *engaging* the students in active learning. After reading this description of a Paragon afternoon, we hope that the reader will begin to understand why the Founders of OWN Charter School were captivated and energized when we observed, first-hand, students experiencing the fun of learning at a Mosaica-managed school.

The Paragon curriculum also is a superior tool for teachers in that it integrates multiple disciplines while drawing on the history of great ideas. Through Paragon, teachers can more readily:

- structure lessons to challenge students' suppositions
- allow students to see that their differing points of view are valued
- recognize that students are engaged when they see relevance in the curriculum
- assess student's individual progress within the context of daily classroom investigations.

Finally, the educational model that we are proposing integrates technology both in the morning "core" curriculum and the afternoon's Paragon lessons as a tool to further the learning process. As described above, our model does not relegate the use of computers to an occasional visit to a technology lab nor does it purport to have a subject entitled "computers" (any more than we would have a class for "pencils" or "textbooks.") With one classroom-based computer for every three students and a comprehensive curriculum that provides software as well as CD-ROMs and internet addresses linked to almost every Paragon lesson plan, we believe that OWN students will feel at home with technology very quickly. In addition, our Personalized Student Learning Software, published by Jostens, will enable all students to hone their skills in basic core subjects such as Reading and Mathematics. This tool will enable the classroom teacher to address the individual needs of each student with a personalized learning plan.

The remaining pages of Attachment 16 provide more detail about the Paragon curriculum.

## THE PARAGON VISION

### A WORLD OF IDEAS THAT MAKE A WORLD OF DIFFERENCE

#### Across Eras, Continents and Disciplines

The unique Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills which will provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history in bits and pieces in arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by new precedents set by others.

Studying history across continents depicts for older students, the manner in which many ideas develop at the same time in independent cultures unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates and wars in isolation, students recall the sequential circumstances surrounding these events and remember more readily both factual information and conceptual relevance.

The Paragon Curriculum is designed around eight ages of history or Human Eras, which constitute the monthly conceptual themes:

<i>The Ancient World</i>	40,000 B.C. to 500 B.C.
<i>The Classical World</i>	499 B.C. to A.D. 500
<i>The Middle Ages</i>	501 to 1459
<i>Renaissance and the New World</i>	1460 to 1600
<i>Kingdoms and Colonies</i>	1601 to 1752
<i>Revolution and Independence</i>	1753 to 1825
<i>The World in Motion</i>	1826 to 1913
<i>The 20<sup>th</sup> Century</i>	1914 to 2000

#### Aligning Paragon with State Standards

To assist with alignment, we will utilize *Curriculum Designer*, a software tool that is discussed in Attachment 16. Dr. Michael Russell, Senior Research Associate from the Center for Study of Testing Evaluation, and Educational Policy of Boston College (resume attached as Appendix 3) will provide independent evaluation of test data from the Iowa Test of Basic Skills as well as analyses of school level results of the New York State Assessments. His review of Paragon compared with NY Standards indicates that Paragon covers nearly everything (in Social Studies and economics) except local NY history. Our curriculum design team will include the specific NY history requirements (as included in the alignment, Appendix 2) in the Paragon curriculum.

### **Achieving academic excellence through the Paragon Curriculum**

Paragon's program is designed to increase the student's ability to read, study, search for information, use social science technical vocabulary and methods, apply the scientific method to real world situations, practice reasoning through mathematical analysis and logic, and use computers and other electronic media. To develop this skill category, Paragon increases the student's ability to use the writing process and to classify, interpret, analyze, summarize, evaluate, and present information in well-reasoned ways.

Paragon cultivates the student's ability to conceptualize unfamiliar categories of information, to establish cause/effect relationships, and to determine the validity of information and arguments. The interdisciplinary Paragon Curriculum expands the boundaries of traditional, segmented courses to enable students to define their roles and responsibilities as enlightened citizens.

The Paragon Curriculum enhances the student's ability to express and advocate reasoned personal convictions within groups, to recognize mutual ethical responsibility in groups, to participate in negotiating conflicts and differences or to maintain an individual position because of its ethical basis. Paragon calls upon the student to work individually, and in groups. Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary.

By studying the history of human culture, students learn implicitly about values and ethics that transcend time and place.

- Individual beliefs/majority rule
- Obeying the law/the right to dissent
- Cultural variety/cultural assimilation/uniformity
- Community progress/individual liberties
- Individual rights/public safety
- Celebrity vs. Heroism

The Paragon Curriculum features the following aspects of the best teaching and learning practices worldwide:

#### Integrated interdisciplinary work

- Allows for more efficient use of time for students and teachers.
- Instills in students a strong aptitude for assimilating disparate ideas.
- Presents opportunities to apply esoteric concepts to practical contexts.
- Provides mechanism through project-based learning for integrating newly acquired knowledge from different disciplines.
- Applies skills developed in reading, writing and mathematics to relevant, real-world situations.
- Enables students to develop accelerated academic, aesthetic and technical skills.

### Essential Questions - the Paragon Framework

- Reflect the grand, sweeping patterns in the evolution of cultural worldviews.
- Represent a breakthrough in how people see themselves, their purpose or their relation to the physical world. Also exemplifies a transition in awareness of the material world or the universe.
- Define a prevailing worldview.
- Illustrate a "great" idea with relevance, significance and endurance which transcends time and place.
- Address the "so what" question that we would have students consider in their writing, discussions, and presentation.
- Amplify the role of common people who become heroes in developing ideas, inventions and art that become mainstream social norms.

### Paragon instills and cultivates the following:

- Decision making - identifying and struggling with complexities, solving problems and thinking critically, developing creativity, rather than strict conformity to conventional practices;
- Self-direction and personal initiative
- Strong interactive skills- cooperation, networking, teamwork and information pathway knowledge.
- Responsibility for learning, identification of goals, development of a plan, gathering information, and implementation of a plan.
- A sense of awe and a passion for inquiry.

### Paragon Curriculum is practical because it is meaningful.

- Students will learn connected networks of knowledge, skills, beliefs, and attitudes that they will find useful both in and outside of school.
- Instruction will emphasize the depth of development of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding, appreciation, and life application.
- The significance and meaningfulness of the content will be emphasized both in how it is presented to students and how it is developed through activities.
- Classroom interaction will focus on sustained examination of a few important topics rather than superficial coverage of many.
- Meaningful learning activities and assessment strategies will focus students' attention on the most important ideas embedded in what they are learning.
- The teachers will be reflective in planning, implementing, and assessing instruction.
- Drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, Paragon will instill the cultural literacy and intellectual capital children need in order to succeed in mainstream contemporary culture. Paragon's distinction from Core Knowledge is its fully integrated, chronologically sequenced framework, arranged around meticulously designed Daily Lesson Plans.
- Paragon will provide both content and methodology. Moreover, OWN will provide the necessary training and support to enable teachers to implement the curriculum effectively and to ensure the integrity of its program.

- All disciplines, including math and science, the liberal arts, fine arts, social sciences, foreign language and physical education weave strands of connection between different ways of knowing.

Paragon teaching and learning are effective because they are integrative.

- Paragon is integrative in its treatment of topics.
- It is integrative across time and space
- Paragon teaching integrates knowledge, skills, beliefs, values, and attitudes to action.
- Paragon teaching and learning integrate effective use of technology.
- Paragon teaching and learning integrate across the curriculum.

Paragon teaching and learning are powerful because they are value-based.

- Powerful Paragon teaching considers the ethical dimensions of topics and addresses controversial issues, providing an arena for reflective development of concern for the common good and application of social values.
- Students are made aware of potential social policy implications and taught to think critically and make value-based decisions about related social issues.
- Rather than promulgate personal, sectarian, or political views, Paragon teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue; 2) consider the costs and benefits to various groups that are embedded in potential courses of action; and 3) develop well-reasoned positions consistent with basic democratic social and political values.

Paragon Curriculum teaches to the Multiple Intelligences.

Multiple Intelligences, a term coined by psychologist and author, Dr. Howard Gardner, refers to seven domains of ability in which students can excel:

- Linguistic Intelligence- (speaking, reading, explaining things to others.)
- Logical-Mathematical Intelligence- (measuring recipes, balancing a checkbook, estimating distance.)
- Spatial Intelligence- (drawing, finding one's way around a room, picturing something in the mind's eye.)
- Musical Intelligence- (listening to music, singing, playing an instrument)
- Kinesthetic Intelligence- (playing sports, making things by hand.)
- Interpersonal Intelligence- (having friends, working or playing with a group)
- Intrapersonal- (enjoying time alone to think to wonder and to imagine.)

The last two intelligences, inter- and intrapersonal are comparable to "Emotional Intelligence," the determining factor for success in life delineated by Daniel Goleman, Ph.D. in his best-selling book by the same title. The first two intelligences outlined by Gardner, Linguistic and Logical-Mathematical, are those measured by standardized tests.

The morning program will be devoted to the "basics" of the first two intelligences—Reading/ Writing (including phonics and spelling) and Mathematic/ Science. The afternoon session, the interdisciplinary Paragon Curriculum, cultivates all seven of these multiple intelligences, along

with an eighth, the "Integrative Intelligence," which refers to the ability to make connections across disciplines.

### **Orchestrating the Paragon Curriculum**

Consider the metaphor of a musical ensemble such as an orchestra (the Paragon Curriculum) as it performs a specific musical composition (a grade level or specific course within the curriculum). At certain times, one instrument (a discipline such as history) takes the lead while others (such as geography and economics) play supporting roles. At other times, several instruments (history, fine arts, literature, etc.) or the full ensemble play together to fully address the composer's thematic aims.

The quality of the performance derives from the composer's creation of the music (design of the Paragon Curriculum with the animated spark of creativity derived from exemplary teaching). Accompanying features includes the unique qualities of individual instruments (the contribution of individual disciplines), the acoustics of the setting (expertise of curriculum designers and teachers, school site facilities, and instructional resources). Crucial to the success of the performance are the skills of musicians and the conductor (students, teachers, curriculum design team and onsite curriculum coordinator). All must work collaboratively and synergistically to know when and how to express the meaning of the composition (curriculum).

The following attachments include sample Paragon Units (each full unit is over 150 pages; there are eight units at each grade level, with a total of 48 units to be covered during the K-5 program), including Rubrics, Assessment, Teacher information, Parent Information, Topic Map, Paragon Night Information and Paragon Curriculum alignment to National Technology Standards.

ATTACHMENT 16  
SUPPLEMENTAL INFORMATION

## PARAGON CURRICULUM Lesson Plan Components

### Unit Front Matter

**Essential Question:** This is the unifying question for the whole unit. It is a broad question that students should not be able to answer readily at the beginning of a unit, but should be able to respond to with far greater understanding at the end of a unit. Prompts are provided in the lessons that connect back to the essential question.

**Topic Area:** This is the area of study and topic, for example, Ancient Egypt, Italian Renaissance, etc.

**Time:** This will always be 5 weeks.

**Global Understandings:** These are the broad understandings of the unit. They are written for teachers; however, students should gain this basic knowledge during the teaching of the unit.

**Investigative Questions:** These are the more tangible questions that relate to or break down the essential question. They correspond / relate directly to the global understandings.

**Cumulative Assessment:** This is the unit-end assessment. It provides a way for students to demonstrate their understanding of the unit. Asterisks before lesson steps indicate opportunities for smaller, additional assessments.

**Unit Overview:** This explains the "why" of the unit and links questions and understandings to the activities. This narrative description of the unit notes how students will demonstrate their understanding and what skills they will be using.

**Highlights:** Highlight boxes are provided within the unit overview. The highlights feature the skills, projects, and types of activities students will encounter in the Investigations.

### Investigation Front Matter

**Investigative Question:** These will match the investigative questions listed above.

**Estimated Time:** This is an estimate of how much time it will take to complete the whole Investigation, not including the **Above and Beyond** extensions. Please note that it is very difficult to estimate time due to classroom variables: your teaching style; your students' skill level and experience with the topic; interest level; availability of resources; classroom management, etc.

**Lesson Questions:** These are the kid-friendly questions that break down the investigative and essential questions. These can be presented to students as a way to introduce each lesson.

**Objectives:** These are the goals of the lessons. They always start with, "Students will be able to ..." These reflect the **Global Understandings** outlined in the Unit Overview.

**Key Terms:** These are words and/or terms that students will need to understand in order to understand the content of the unit.

**Instructor Information:** This is the content summary intended for teacher edification only. It provides the teacher with the least amount of information needed in order to teach the lessons. Teachers may want to share some of this information with students, but it shouldn't be read aloud and become a part of the lesson. It is not intended for lecture purposes.

## Lesson Structure

**Lesson #:** The kid-friendly question featured at the beginning of each new lesson that breaks down the investigative question and helps build student knowledge to answer the unit essential question.

**Outcome:** This is a very brief summary of the lesson that points out the main idea students should learn and/or what they will be doing.

**Estimated Time:** This is an estimate of how much time it will take to complete the whole lesson, not including the **Above and Beyond** extensions. Like the estimated time for the whole Investigation, it is very difficult to estimate lesson time due to classroom variables: your teaching style; your students' skill level and experience with the topic; interest level; availability of resources; classroom management, etc. What may take one teacher 45 minutes to teach, may take another 2  $\frac{1}{2}$  hours to teach.

**At a Glance:** Numbers correspond to the steps in the lesson plan. This provides an "At A Glance" summary of the lesson. Teachers who have worked with Paragon for a while, may need only to review **At a Glance** in order to teach the lesson.

**Materials:** This lists all materials needed for the lesson, including transparencies, images, **Black Line Masters**, books, music, video, etc. **Black Line Master** names are always in bold to indicate that they need to be photocopied before class.

**Preparation:** Any additional preparation the teacher needs to complete *before* starting the lesson. The preparation step will not be in every lesson.

**Step 1, Step 2, etc.:** Each step details out how to carry out the lesson. **OPTIONS** and **NOTES** are in shaded boxes throughout the lesson steps.

**Homework:** Some lessons include homework ideas. It is the teacher's decision whether or not to assign the homework.

**Above and Beyond.** These are additional extensions in various disciplines to extend the lesson. One copy of each book listed as an extension will be

provided to the school's multimedia center. It is the teacher's decision whether or not to implement the various extensions. This is also the built-in "gifted and talented" component of Paragon for students who want to extend their study of a particular topic.

**Check It Out!** This section is for any additional books and/or videos that the are out of print, but accessible to the teacher at a local library.

**Scenes:** This is the narrative or hook. Ideally, this is an evocative thought-provoker, not an information-rich piece. It helps to orient students and to elicit curiosity without giving away the content. It is used most effectively for preassessment or speculation at the beginning of an Investigation. These may be discrete narratives, or they may continue from one Investigation to another, adding new elements.

**Black Line Masters:** Each Black Line Master listed in the lessons is provided.

Interactive Paragon Journal  
Unit 1: Ancient Egypt  
(Front Matter)

<p><b>Inside Cover</b></p>	<p><b>First Page</b></p>
<p>Trim and paste in the Black Line Master: <b>IPJ Guidelines</b>.</p>	<p>Trim and paste in the Black Line Master: <b>Unit Title Page</b>.</p>

<p><b>Blank Page</b></p>	<p><b>Unit 1: Ancient Egypt</b></p>
	<p>Student-created picture of Ancient Egypt. Students may work on this as the unit progresses. It should be complete by the end of the unit. It should be labeled, "Unit 1: Ancient Egypt."</p>

Investigation 1: Interactive Paragon Journal-

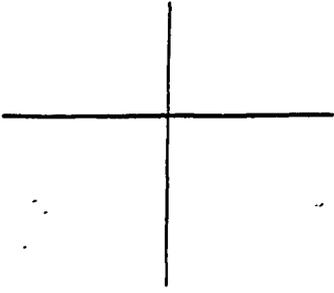
Lesson 1

<p style="text-align: center;"><b>Investigation 1 Title Page</b></p> <p>What I would like to know about Egypt:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>(Students write five questions.)</p>	<p><b>Essential Question: How do we recognize a civilization?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>(Students may draw a background picture of an Egyptian scene, such as a pyramid or the Sphinx.)</p>
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Lesson 2

<p style="text-align: center;"><b>Geography Quiz</b></p> <ol style="list-style-type: none"> <li>1. North America</li> <li>2. United States</li> <li>3. Answers will vary</li> <li>4. Africa</li> <li>5. Country</li> <li>6. The Nile River</li> </ol> <p>(Students paste in their completed Ticket to Egypt.)</p>	<p style="text-align: center;"><b>The World's Continents</b></p> <ol style="list-style-type: none"> <li>1. Asia</li> <li>2. Africa</li> <li>3. Australia</li> <li>4. Antarctica</li> <li>5. Europe</li> <li>6. North America</li> <li>7. South America</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Continent:</b> A large mass of land.</p> <p><b>Ocean:</b> A large body of salt water.</p> </div> <p style="text-align: center;"><b>The World's Oceans</b></p> <ol style="list-style-type: none"> <li>1. Atlantic</li> <li>2. Indian</li> <li>3. Pacific</li> </ol>
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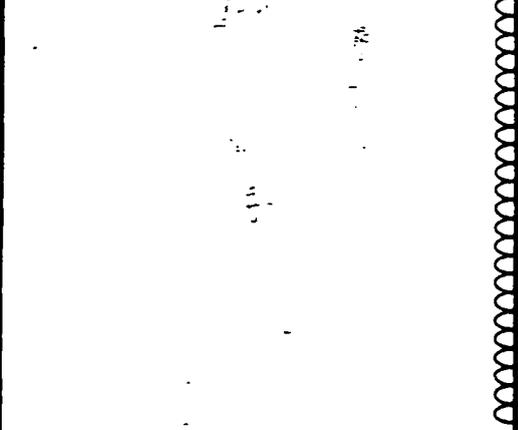
## Lesson 3

<p><b>The Natural Environment of Egypt:</b></p>	<p><b>Egypt's Natural Environment</b></p>
<p>Students write descriptions while viewing the transparency.</p>	<p>Students paste in the Black Line Master: Egypt's Natural Environment.</p>
	

## Lesson 4

Students return to Lesson 1 entry and fill in #1 - Farming and Food Surpluses.

## Lesson 5

<p><b>Sketches of mural ideas</b></p>	<p><b>Egypt's Environment True/False Quiz</b></p>
	<ol style="list-style-type: none"> <li>1. False, it is the Sahara Desert.</li> <li>2. True.</li> <li>3. True.</li> <li>4. True.</li> <li>5. False, there are fertile plains along the Nile.</li> <li>6. True.</li> <li>7. True.</li> <li>8. True.</li> <li>9. False, 99% of all Egyptians live along the Nile.</li> <li>10. False, Ancient Egyptians relied on water from the Nile for farming.</li> </ol>

## Investigation 2: Interactive Paragon Journal

## Lesson 1

<p style="text-align: center;"><b>Scene Two</b></p> <p>Students gather clues and take notes about the people, houses, towns, etc. of Ancient Egypt while listening to Scene Two.</p>	<p style="text-align: center;"><b>Investigation 2 Title Page</b></p> <p>How did daily life show that Ancient Egypt was a civilization?</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="776 701 987 1006">Daily life in Ancient Egypt</td> <td data-bbox="987 701 1263 1006">Daily life today</td> </tr> </table>	Daily life in Ancient Egypt	Daily life today
Daily life in Ancient Egypt	Daily life today		

## Lesson 2

<p style="text-align: center;"><b>Ideas for an Egyptian Fashion Show</b></p> <p>Student notes, sketches, ideas, and commentary for the fashion show.</p>	<p style="text-align: center;"><b>Notes about Egyptian Dress</b></p> <p>Student notes from reading "Fashion" in <i>See Through History: Ancient Egypt</i>.</p>
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## Lesson 3

Ideas for an Egyptian House	Houses of Today and in Ancient Egypt
Students record notes, sketches, and ideas for building their Egyptian house.	"Ancient Egypt" Students cut and paste features of houses from Black Line Master. <hr/> "Today"

## Lesson 4

List of Egyptian Occupations	
Students take notes as they listen to presentations.	Students respond to the question: If you could be any Egyptian person shown, who would it be and why?

## Lesson 5

Rhodopis	Jobs in the Story
<ul style="list-style-type: none"> <li>• What did Rhodopis lose?</li> <li>• Who found it?</li> <li>• How did he discover it belonged to Rhodopis?</li> <li>• What happened at the end?</li> <li>• What famous story is this story similar to?</li> </ul>	<ul style="list-style-type: none"> <li>• Scribe</li> <li>• Baker</li> <li>• Laborers</li> <li>• Perfumer</li> <li>• Wig-maker</li> <li>• Jeweler</li> <li>• Soldier</li> <li>• Toy-seller</li> <li>• Fish-seller</li> <li>• Sandal-maker</li> <li>• Pharaoh</li> <li>• Advisor</li> <li>• Queen</li> </ul>
Student notes.	

## Lesson 6

My educated guesses about two more defining features of civilization	Egypt's Daily Life Quiz
Student notes and ideas.	<ol style="list-style-type: none"> <li>1. True.</li> <li>2. False, all clothing was made by hand.</li> <li>3. True.</li> <li>4. False, people used the rooftops of houses for many things.</li> <li>5. True.</li> <li>6. False, girls were not allowed to become scribes.</li> <li>7. True.</li> <li>8. True.</li> <li>9. False, few children went to school.</li> <li>10. True.</li> </ol>
<p>Students add "job specialization" and "social stratification" to the essential question page under numbers 2 and 3.</p>	

## Investigation 3: Interactive Paragon Journal

## Lesson 1

<p style="text-align: center;"><b>Scene Three</b></p>	<p style="text-align: center;"><b>Investigation 3 Title Page</b></p>
<p>Students gather clues and take notes while listening to Scene Three.</p>	<p>What can the architecture of Ancient Egypt teach us about the civilization?</p>
<p>Building a Pyramid</p>	<p>Revised answers to the questions on the left.</p>
<ul style="list-style-type: none"> <li>• What is this structure?</li> <li>• How do you think the Egyptians built pyramids?</li> <li>• Where did they get the stone?</li> <li>• How did they transport or move the stone?</li> <li>• Who constructed the pyramids?</li> <li>• Who designed the pyramids?</li> </ul>	<p>OPTION: Students reply to the Investigative question.</p>

## Lesson 2

<p style="text-align: center;"><b>Why did Egyptians build pyramids?</b></p>	<p style="text-align: center;"><b>Tombs for Pharaohs</b></p>
<p>Students work in teams and brainstorm possible answers.</p>	<p>Students cut and paste in the informational Black Line Master: Tombs for Pharaohs.</p>

## Lesson 3

<p data-bbox="256 417 695 519"><b>The Mummy Test</b></p> <ol data-bbox="240 607 349 803" style="list-style-type: none"><li>1. False</li><li>2. False</li><li>3. False</li><li>4. False</li><li>5. False</li></ol>	<p data-bbox="781 607 1256 781">Students may paste in the Black Line Master: <b>Mummies</b> after it has been completed and corrected.</p>
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## Lesson 4

<p data-bbox="245 1185 683 1284"><b>Hieroglyphs</b></p> <p data-bbox="228 1371 675 1458">Students write what they think hieroglyphics are.</p> <p data-bbox="228 1502 691 1677">Students write down two facts they have learned from listening to the book, <i>Nefertari, Princess of Egypt</i>.</p>	<p data-bbox="797 1185 1230 1284"><b>My Cartouche</b></p> <p data-bbox="773 1421 1235 1546">Students paste in the computer-generated cartouche of their name.</p>
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## Lesson 5

**My mural ideas**

Students sketch their ideas for the mural.

**Egyptian Beliefs Quiz**

1. True.
2. False, pyramids were tombs for pharaohs.
3. True.
4. False, usually only wealthy and important people were buried in tombs.
5. False, usually only wealthy and important people were mummified.
6. True.
7. True.
8. True.
9. True.
10. False, Ancient Egypt was a civilization.

# The Ancient World

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## Unit 1, Grade 4: Black Line Masters

### Investigation 1

#### Lesson 1

1. Black Line Master: Scene One
2. Black Line Master: IPJ Guidelines
3. Black Line Master: Unit Title Page
4. Black Line Master: How Many Years Ago?
5. Black Line Master: How Many Years Ago?: Answer Key

#### Lesson 2

6. Black Line Master: Ticket to Egypt

#### Lesson 3

7. Black Line Master: Egypt's Natural Environment

#### Lesson 4

8. Black Line Master: Hymn to the Nile
9. Black Line Master: Performance Rubric

#### Lesson 5

NONE

### Investigation 2

#### Lesson 1

10. Black Line Master: Scene Two

# The Ancient World

929

## Lesson 2

- 11. Black Line Master: Egyptian Sandal
- 12. Black Line Master: Girl's Tunic
- 13. Black Line Master: Boy's Kilt
- 14. Black Line Master: Headdress

## Lesson 3

- 15. Black Line Master: Houses of Today and in Ancient Egypt

## Lesson 4

- 16. Black Line Master: List of Egyptian Occupations

## Lesson 5

- 17. Black Line Master: Rhodopis

## Lesson 6

NONE

## Investigation 3

### Lesson 1

- 18. Black Line Master: Scene Three

### Lesson 2

- 19. Black Line Master: Solving the Mystery of the Egyptian Pyramids
- 20. Black Line Master: Tombs for Pharaohs

# The Ancient World

## Lesson 3

930

21. Black Line Master: Mummies

22. Black Line Master: Mummies: Answer Key

## Lesson 4

23. Black Line Master: Cartouche Outline

24. Black Line Master: Hieroglyphic Decoder

## Lesson 5

25. Black Line Master: Egyptologist Certificates

# The Ancient World

## Scene One

931

Listen carefully to the following clues and see if you can guess where we are in time and place:

- Children live with their families.
- Children play games like "leap frog" and "tug of war."
- Cats and dogs are favorite family pets.

Does this sound like our community today? What about this:

- Children work instead of going to school.
- Children's heads are often shaved except for one lock of hair worn over their right ear.
- Children don't wear clothing.

Any guesses? Here are your final clues:

- Children often go to the tombs of their ancestors with their families on special holidays.
- When people die, many are mummified.
- Some very important leaders are mummified and placed in pyramids!

*Adapted from "Growing Up in Another Time, Another Place" by Peggy Wilgus Wymore in Appleseeds: Children of Ancient Egypt.*

# The Ancient World

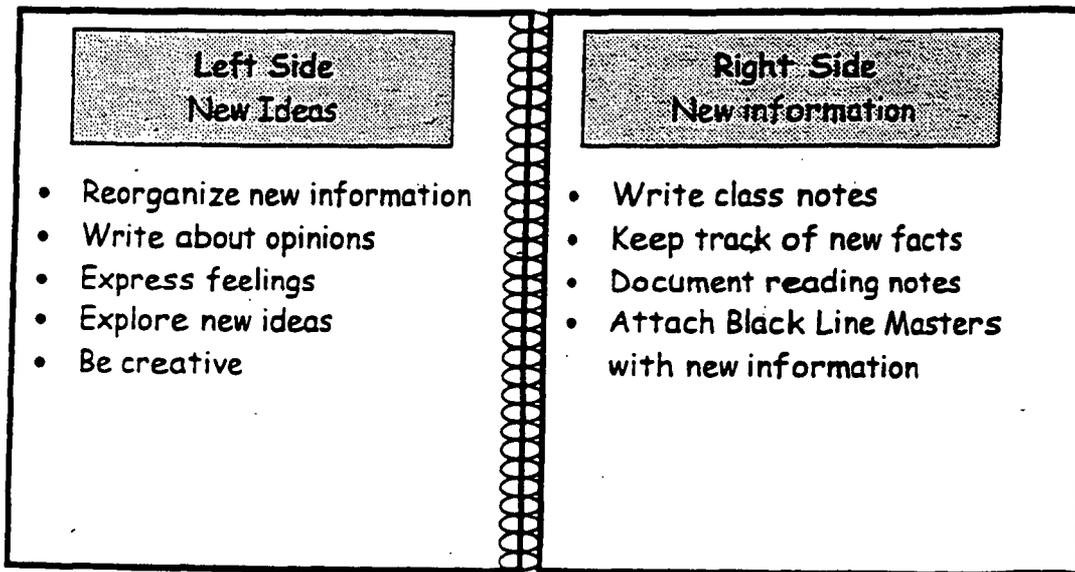
## IPJ Guidelines

932

Why use an Interactive Paragon Journal?

Your IPJ will help you be more organized! You will use both the left side and right side of your IPJ to keep track of all the facts you learn and ideas you have.

Your IPJ will look like this:



What materials will you need?

- spiral notebook
- colored markers
- glue stick
- scissors
- highlighters

How will the IPJ be graded?

Your IPJ will be collected and graded at the end of each investigation. It will be graded on quality, effort, organization, and accuracy.

# The Ancient World

Unit Title Page

933

1. How did Ancient Egypt's natural environment help to support a civilization?

- Lesson 1: Where are we in time and place?
- Lesson 2: Where is Egypt?
- Lesson 3: What was Ancient Egypt's natural environment like?
- Lesson 4: Why was the Nile River so important?
- Lesson 5: What did Ancient Egypt look like?

2. How did daily life show that Egypt was a civilization?

- Lesson 1: How did people live in Ancient Egypt?
- Lesson 2: How did people dress in Ancient Egypt?
- Lesson 3: What kinds of houses did Ancient Egyptians build?
- Lesson 4: What jobs did people have in Ancient Egypt?
- Lesson 5: What stories did Ancient Egyptians tell?
- Lesson 6: What did daily life in Ancient Egypt "look" like?

How do we recognize a civilization?

3. What are the achievements of Ancient Egypt that teach us about the civilization?

- Lesson 1: How did Egyptians build pyramids?
- Lesson 2: Why did Egyptians build pyramids?
- Lesson 3: How did Egyptians make mummies?
- Lesson 4: How do we know so much about Ancient Egypt?
- Lesson 5: Was Ancient Egypt a civilization?

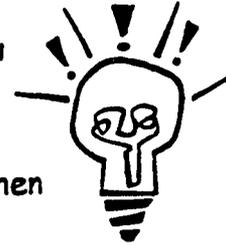
# The Ancient World

Name: \_\_\_\_\_ Date: \_\_\_\_\_

934

## How Many Years Ago?

Directions: Below is a list of important historic events. You need to figure out how many years ago the event took place. HINT: You're going to need to begin with this year's date and subtract. You'll need to change the computation when you get to the BC dates. Can you figure this out?



1. Neil Armstrong is the first man to walk on the moon. The year is 1969. How many years ago did this take place?
2. Louis Pasteur discovers that bacteria cause disease. The year is 1856. How many years ago did this take place?
3. The Declaration of Independence is signed. The year is 1776. How many years ago did this take place?
4. The *Mayflower* arrived in North America. The year is 1620. How many years ago did this take place?
5. Michelangelo starts to paint the Sistine Chapel. The year is 1508. How many years ago did this take place?
6. The world's first University is opened in Cairo, Egypt. The year is 971. How many years ago did this take place?
7. Julius Caesar is assassinated. The year is 44. How many years ago did this take place?
8. Jesus is born. The year is 5 BC. How many years ago did this take place?
9. Tutankhamun becomes king of Egypt. The year is 1333 BC. How many years ago did this take place?
10. Construction of the Great Pyramid at Giza begins. The year is 2551 BC. How many years ago did this take place?

## The Ancient World

### How Many Years Ago?: Answer Key

935

1. Neil Armstrong is the first man to walk on the moon. The year is 1969.  
How many years ago did this take place?  $2000 - 1969 = 31$  years ago.
2. Louis Pasteur discovers that bacteria cause disease. The year is 1856.  
How many years ago did this take place?  $2000 - 1856 = 144$  years ago.
3. The Declaration of Independence is signed. The year is 1776. How many years ago did this take place?  $2000 - 1776 = 224$  years ago.
4. The *Mayflower* arrived in North America. The year is 1620. How many years ago did this take place?  $2000 - 1620 = 380$  years ago.
5. Michelangelo starts to paint the Sistine Chapel. The year is 1508. How many years ago did this take place?  $2000 - 1508 = 492$  years ago.
6. The world's first University is opened in Cairo, Egypt. The year is 971.  
How many years ago did this take place?  $2000 - 971 = 1,029$  years ago.
7. Julius Caesar is assassinated. The year is 44. How many years ago did this take place?  $2000 - 44 = 1,956$  years ago.
8. Jesus is born. The year is 5 BC. How many years ago did this take place?  
 $2000 + 5 = 2,005$  years ago.
9. Tutankhamun becomes king of Egypt. The year is 1333 BC. How many years ago did this take place?  $2000 + 1333 = 3,333$  years ago.
10. Construction of the Great Pyramid at Giza begins. The year is 2551 BC.  
How many years ago did this take place?  $2000 + 2551 = 4,551$  years ago.

# The Ancient World

Ticket to Egypt

936

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Ticket To Egypt

We are traveling to the continent of \_\_\_\_\_  
to learn about the \_\_\_\_\_ of Egypt.  
We will be staying near the \_\_\_\_\_ River.

My bags are packed and I'm ready to go!  
 YES  NO (check one)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Ticket To Egypt

We are traveling to the continent of \_\_\_\_\_  
to learn about the \_\_\_\_\_ of Egypt.  
We will be staying near the \_\_\_\_\_ River.

My bags are packed and I'm ready to go!  
 YES  NO (check one)

## The Ancient World

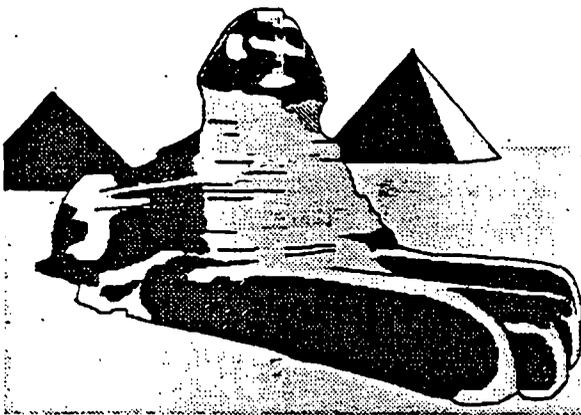
937

### Egypt's Natural Environment

Egypt is a country in North Africa. The Sahara Desert covers most of Egypt. It is dry and hot for most of the year. The temperatures get as high as 122 degrees in the summer!

The Nile River runs through Egypt. It is 4,132 miles long, making it the longest river in the world. It flows north and empties into the Mediterranean Sea. Along the banks of the Nile, there is fertile soil for farming. Egyptians grow cotton, wheat, corn, beans, and rice. They raise cattle, sheep, and goat. 99% of the people in Egypt live along the Nile River.

Many of the animals of Ancient Egypt are now extinct. You will no longer see leopards, cheetahs, oryx, or hyenas roaming the Nile valley. But, you will see a lot of camels and donkeys, cobras and scorpions, and plenty of crocodiles! Egyptians rely on the many fish in the Nile for food. There are over 300 different types of birds in Egypt.



Date palms trees grow all along the Nile River. The beautiful lotus is a type of water lily that grows in the Nile. If you look closely, you'll see the lotus in a lot of Ancient Egyptian art!

Another very important plant that grows along the Nile is the Papyrus. It is a reed that grows in marshes. It was used to make paper.

## The Ancient World

938

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Hymn to the Nile

**Directions:** This hymn (song of praise) was written 3,000 years ago by an Egyptian. Read the hymn and try to answer the questions using educated guesses. There are no right or wrong answers.

Hail O Nile, who comes to give life to the people of Egypt!  
Created by Re (the sun-god) to give life to all who thirst.  
Who lets the desert drink with streams descending from heaven.  
Who makes barley and creates wheat so that temples celebrate.  
When the Nile overflows, offerings are made to you;  
Cattle are sacrificed for you, that your goodness be repaid."

1. How can a river "give life"?
2. What is meant by "who lets the desert drink"?
3. What plants / foods are mentioned in the hymn? Why would these be important to people?
4. What is an "offering"?
5. Why do people want to "repay" the Nile for its "goodness"?



# The Ancient World

Name: \_\_\_\_\_ Date: \_\_\_\_\_

939

## Hymn to the Nile Performance Rubric

	WOW!	NEAT!	OK
Each team member spoke one line. Two lines were spoken by everyone together.			
The team moved in time to the music.			
The performance looked Egyptian.			
There were three different heights and the team moved in three different directions.			
The performers acted as if they are entering the temple of Re with reverence and respect.			

## The Ancient World

### Scene Two

"Hello, my name is Yuya," says the brown-skinned boy as he steps from his home into the street. "I have been told by my menoi (teacher) that I am to show you around. Thoth, our god of wisdom and learning, has sent his blessing in this matter. I know this because there was a young baboon perched on my doorstep this morning. Do you know what that means?"

Before you can answer or even ask a question, Yuya is off. "Come on," he says over his shoulder, "I want to show you something." As you follow him through the narrow, winding streets, you notice that he is wearing a piece of cotton draped around his shoulders and waist, and his head is shaved except for one long lock of hair over his left ear. Is this a strange fashion that only he has adopted, or do others look like this? How can he stand the feel of the blistering, coarse sand under his bare feet?

The houses you are passing are yellowish brown. What material are they made from? And why do they all have flat roofs?

Yuya starts to chat about what he was doing this morning. "Because my father is a scribe, I too am training to be one. We spend long hours, writing stories over and over. We also have to chant long passages from memory. But I am not complaining. Many boys only get one or two years of education." He doesn't say what other jobs people have. Do girls go to school here? What do they do?

As you approach the village edge, you see miles and miles of rich farmland. There are people in the fields. What are they doing? Do they live in the village? "There," says Yuya, "That's what I wanted to show you." You follow his pointing finger and catch a glimpse of blue water sparkling in the distance. "The mighty Nile River!"

# The Ancient World

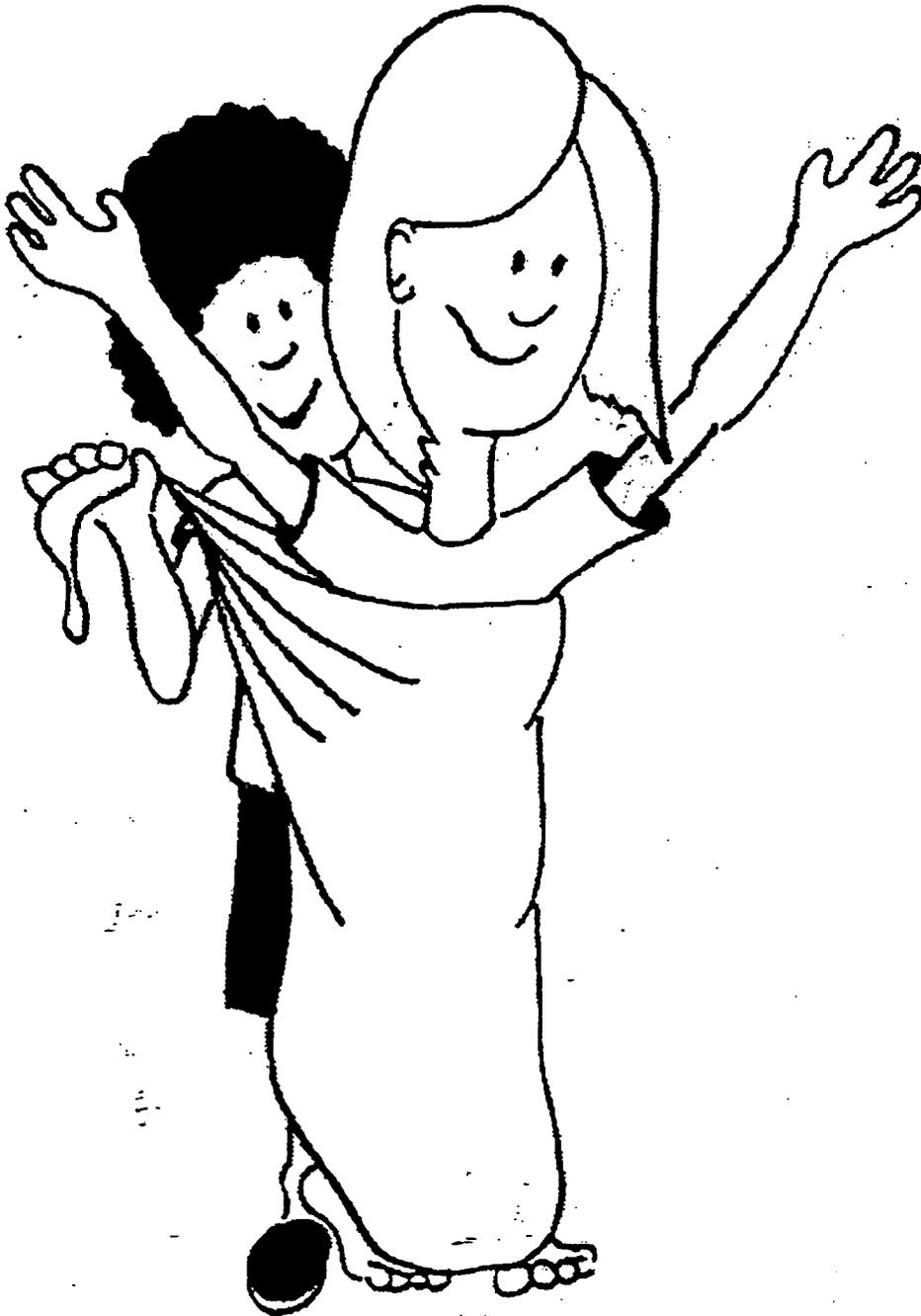
## Egyptian Sandal



*The Ancient World*

Girl's Tunic

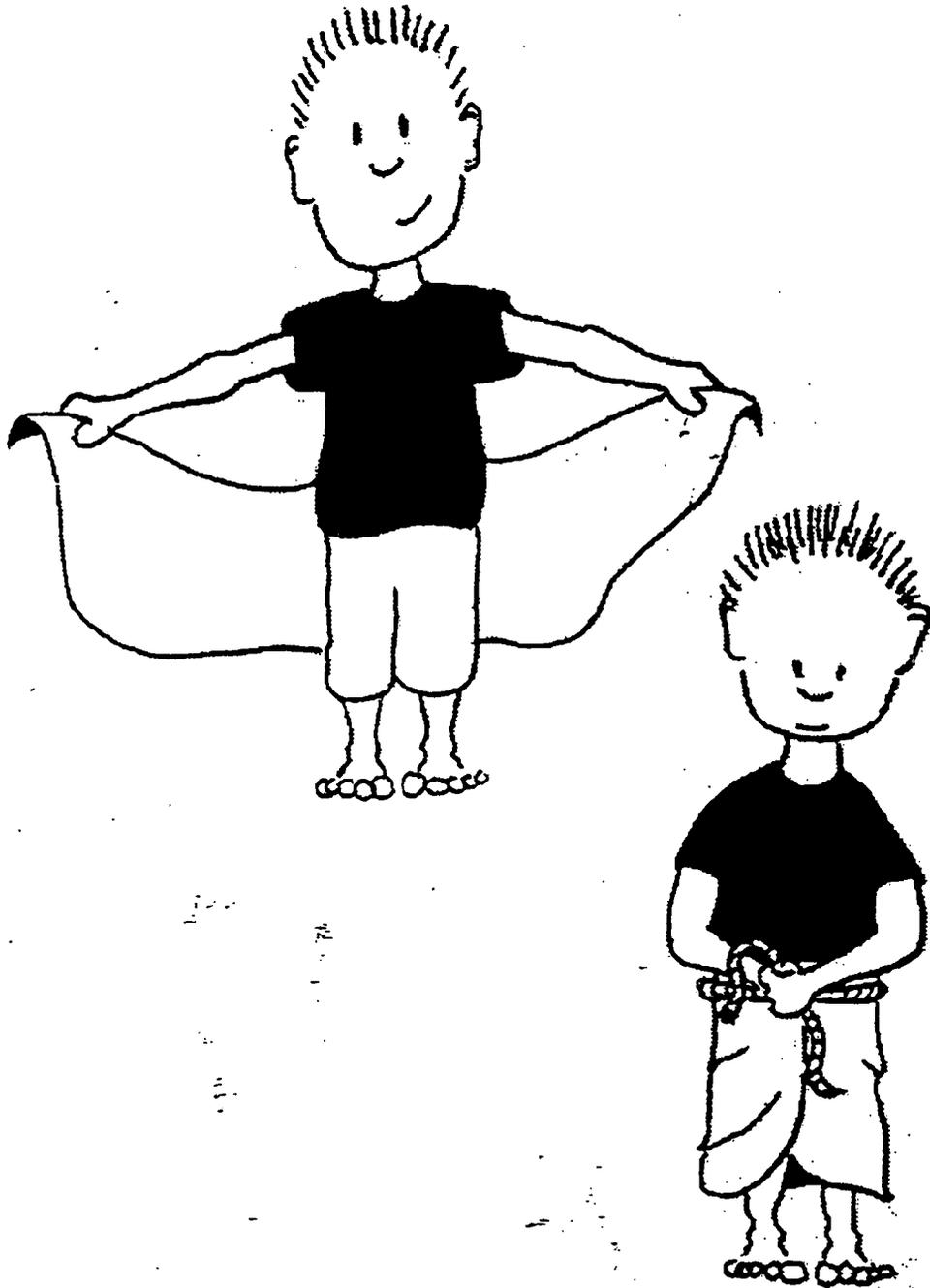
942



# The Ancient World

Boy's Kilt

943



*The Ancient World*

Headdress

944



# The Ancient World

## Houses of Today and Ancient Egypt

945

Directions: Following is a list of features of houses. Some of the features are from ancient times in Egypt and some are from today in the United States. It's your job to figure out which is which!

1. Often carpeted
2. Cozy sofas, chairs, and beds
3. Woven mats on tiled floors
4. Separate bedrooms, living room, and kitchen
5. Made of sun-dried mud brick
6. Flushing toilets
7. Open windows and doors
8. Toilet seat over a pot of sand
9. Work area and visiting area on rooftop
10. Made of wood
11. One big room where eating and sleeping take place
12. Glass windows and doors
13. Murals painted on the walls
14. Mattresses made of reed
15. A large garage
16. Faucets and running water in bathroom and kitchen

## The Ancient World

### List of Egyptian Occupations

946

1. Pharaoh
2. Vizier
3. Temple Priests
4. Government official
5. Government official
6. Scribe
7. Scribe
8. Potter
9. Stonemason
10. Carpenter
11. Glassmaker
12. Leatherworker
13. Metalworker
14. Jeweler
15. Artist
16. Farmer / peasant
17. Farmer / peasant

## *The Ancient World*

18. Farmer / peasant
19. Farmer / peasant
20. Farmer / peasant
21. Farmer / peasant
22. Farmer / peasant
23. Farmer / peasant
24. Farmer / peasant
25. Farmer / peasant
26. Farmer / peasant

947

## The Ancient World

### Rhodopis

948

Rhodopis was very happy. Today was her 12th birthday. She got out of bed and ran into the garden of her family's house. There was her mother, Teye, having breakfast with her younger brother, Ay. He was seven years old and should be at school, learning how to read and write. Ay had started school at the age of five and by the time he was twelve, he would be out of school and starting work as a scribe, just like his father. But since today was a special day, Rhodopis' father had let Ay stay home.

*(Ask students to stand up and model how they feel on their birthdays. Ask the boys if they are ready to go to work at the age of 12.)*

Rhodopis' mother hugged her daughter and wished her a happy birthday. Rhodopis sat at the table with her mother and brother and tried to eat some breakfast - bread, figs, and pomegranate juice. But she was too excited. She knew that she was going to receive something special, and she could hardly wait! Her mother saw how excited she was and said, "Eat your breakfast, or you won't have the energy to go to the marketplace. Your father has something special for you there." Hearing this, she quickly ate and ran to her room to get dressed.

Rhodopis' cat, Bast, was sitting on her bed, waiting for her. She sat down and stroked the cat, who purred at her. "What do you think I'll get for my birthday?" she asked the cat. The cat looked at her, and then rolled over and started to bathe itself. While she loved the cat, she had heard that some people kept monkeys as pets. Maybe that's what she would get for her birthday! She quickly put on her tunic, earrings and necklace, and ran back outside to the garden.

*(Ask students if they have pets, and if they would like a monkey for a pet.)*

The day was already getting hot. Teye put some perfumed oil on Rhodopis' head and face to protect her from the heat. She then put on Rhodopis' eye make-up. Finally she said, "All right, go down to your father's stall in the marketplace. He has something special for you."

## The Ancient World

949

Rhodopis ran out of the house and down the dusty streets to the marketplace. The sand was hot on her bare feet. Rhodopis had beautiful and delicate feet. Even though she had never worn shoes, she still felt the sharpness and the heat of the sand, unlike her friends, who could walk across burning desert sands and not feel a thing.

*(Ask students to model running across hot sand in their bare feet.)*

She entered the crowded marketplace. The first thing she saw was the bakery. It was busy and it smelled delicious. Laborers were bringing bushels of barley to be made into flour. Some workers were mixing dough in large clay pots. A small boy fanned the pots with an ostrich feather fan in order to keep the flies away. The bakers were taking hot loaves of bread out of an oven that stood at least 10 cubits high.

Women were lined up to buy the fresh hot loaves of bread for lunch. Rhodopis stopped and watched as they bought their bread. Some of the women paid for their bread with fresh fish from the Nile. Others brought baskets of fruit or lettuce or onions or garlic. Her father bought bread for the family by writing letters for the bakers.

Rhodopis loved the marketplace. She slowed down to take in the sights and smells. The perfumer sold sweet smelling oils. The wig maker sold beautiful wigs made out of hair or wool. Rhodopis knew the wigmaker, for she had only recently received her first wig, (a sure sign she was almost grown up.) She smiled at the wigmaker, who waved back at her.

*(Ask students if they would like to wear wigs. Tell students that most children in Egypt, boys and girls, had their heads shaved. They just had one long lock of hair, called the "lock of youth.")*

*Have students model walking through a marketplace, smelling delicious food and perfume and seeing marvelous sights.)*

She stopped to look at the jewelers' stall. He was hard at work, but he winked at Rhodopis. Did he know something about her present? He was weighing a necklace in his scale, carefully adding one grain of wheat at a time until the scale was balanced and he knew the weight of the gold.

## The Ancient World

950

She saw her father's stall. He was just finishing up with a customer. The customer was a handsome young soldier and her father was writing a love letter for him. He was handsome, she thought, but he must already be in love with someone, or else he wouldn't need a love letter.

Rhodopis knew that now that she was 12, her father and mother would start looking for a husband for her. She would be married by the time she was 14. She hoped that it would be someone like the handsome soldier. She didn't want an old and ugly husband.

*(Ask students what they think about getting married at age fourteen.)*

Her father, Seti, finished the soldier's love letter and collected his fee, a beautiful piece of turquoise from lands far across the desert. The soldier went on his way and Seti called to his daughter. He hugged her and wished her a happy birthday. He carefully covered his ink and put his reed pens in their wooden case. He stood up and motioned for Rhodopis to follow.

They walked through the marketplace, past the toy sellers, past the fish stall and they finally stopped at the sandal makers! Rhodopis almost leapt for joy! She was going to get her first pair of sandals!

They sat down at the stall and the sandal maker smiled and brought out a delicate pair of tiny sandals, just right for Rhodopis' tiny feet. She tried them on. They fit perfectly! She hugged her father and thanked him profusely. Proudly wearing her new sandals, she and her father walked across the marketplace to eat a lunch of grilled fish, onions and lettuce.

After lunch, the day was even hotter. Her father went back to work at his stall and Rhodopis started home.

*(Ask students to model walking in the heat, and then getting the idea of going swimming.)*

But on the way, she decided to go down and swim in the river to cool off. She had a special spot where there were no crocodiles or hippos. When she got there, she saw that her brother was already there. "Come on in!" he

## The Ancient World

cried. She carefully took off her beautiful new sandals, folded her dress neatly, and then jumped into the cool water.

951

*(Ask students if they would swim in a river with crocodiles and hippos.)*

She told her brother about the sandals as they floated and swam. They watched the long boats float by, they watched the cranes in the reeds on the opposite side of the river, they saw the farmers working in their fields, and far off in the distance, they saw the Pyramids shimmering in the desert heat.

Her brother pointed up to the sky where a great eagle was flying. Suddenly the eagle dove towards the earth and as Rhodopis watched in horror, the eagle grabbed one of her sandals and flew away with it. She swam back as fast as she could and stared at the ground. There was only one sandal left. She fell to ground and wept.

*(Ask students to act out how Rhodopis felt when she lost her sandal.)*

On the porch of the royal palace, the young Pharaoh Khufu stood and watched the river in the afternoon heat. He had been Pharaoh for almost a year and his advisers had told him it was time to get married. He sighed, for there was no one at the palace he wished to marry.

He looked across the desert and noticed a mighty bird above the heat. He thought of calling for his bow and arrow, but it was too hot. He watched as the bird flew closer and closer to the palace. Khufu saw that it was a large eagle and that it carried something in his talons. The eagle flew straight towards the Pharaoh and suddenly dropped its burden. Khufu jumped back. Then he saw that the eagle had dropped a lovely sandal at his feet. He looked up, but the eagle was gone. Surely, he thought, this is a gift from the gods.

*(Ask students to enact Khufu's reaction to the sandal.)*

He picked up the sandal and looked at it. It was small and delicate. Khufu suddenly realized that this was the sandal of the girl he would marry. But how could he find her?

## The Ancient World

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*(Ask the students if they have any suggestions.)*

When he told his advisors the story they all agreed that it was indeed a gift from the gods. The wisest and most trustworthy advisor was dispatched to find the owner of the sandal. For one entire year he searched the length of the kingdom. But no one had a foot that fit the sandal. He finally arrived at Rhodopis' house early on the morning of her 13th birthday. At first, Teye and Seti were frightened, for no one as important as the Pharaoh's advisor had ever visited them. But then he showed them the sandal. Seti cried out for Rhodopis. She came into the room and let out a cry of joy. "My sandal, you found it!"

*(Ask students to enact this scene.)*

But the advisor was careful. "Prove this is your sandal," he said. Rhodopis quickly ran to her room and brought out the sandal's mate. "See!" she said, and put on both sandals to prove they were hers. When the advisor saw this, he knelt down and said, "My Queen." Everyone was quiet, not knowing what to make of this. Then the old advisor told Rhodopis and her family of the Pharaoh's quest for a wife.

The next day a royal barge arrived for Rhodopis and her family. They were taken to the Pharaoh's palace in Memphis. Rhodopis fell in love with the Pharaoh and he with her. They married and prospered together for many years.

## The Ancient World

### Scene Three

953

The Egyptian sun is so strong you are forced to squint every time you look up; the sand under your feet is so hot, it seems as if your sneakers might melt.

Yuya has brought you here, to the desert outside his village. "Now that you have learned much about the daily life of my people," he says, "I want to show you something that is very important to us."

Before you is a huge triangle-shaped, stone structure rising above the sand. It is made out of enormous stones - each one as big, and as heavy, as a car. The structure is taller than many city skyscrapers. There are people walking near the base of the structure and you notice that their heads barely reach the first tier of stones: Can people go inside the structure? Is there a door? What is inside?

As you stroll closer to the structure, it seems to grow even bigger. How could people without machines have lifted those stones and created something so large?—And why? It must have taken years to build, so it must be very important.

"I come here on special holidays with my family," says Yuya, "to visit people who were very important to us." He is giving you a hint about how the structure is used. Do you have any guesses?

# The Ancient World

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Solving the Mystery of the Egyptian Pyramids

Egyptologists have found many different objects in pyramids, including: clothing, jewelry, food, games, fans, and even boats. Some mummies had the tools of their trade entombed with them. Children had toys. Women were buried with wigs, combs, and mirrors.

Discuss the following questions with your team and then answer them **IN WRITING**. Each student is responsible for recording her/his own answers on her/his own sheet.

- 1. What do you think the Egyptians believed about death, given the fact that they buried their dead with objects they used in their everyday life?

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- 2. Why did Egyptians build pyramids?

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## The Ancient World

### Tombs for Pharaohs

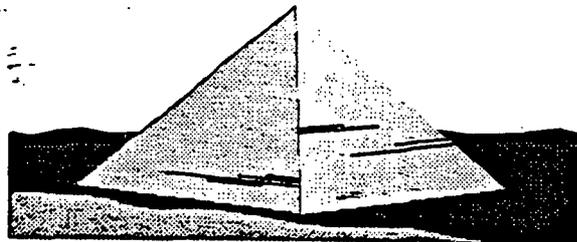
955

The Egyptians built the pyramids as tombs for pharaohs. Pharaohs were the rulers of Egypt, much like kings and queens. In Ancient Egypt, the pharaohs were considered to be semi-divine, meaning they were a living form of a god or goddess.

The pyramid was believed to be a place where the two worlds came together—this world and the world of the afterlife. Egyptians believed that after pharaohs died, they would spend their afterlife in eternity. Eternity was a beautiful place where the gods and goddesses lived and all was well.

To make the journey to eternity, and to live well there, the tomb was filled with everything the pharaoh might need—clothing, food, furniture, riches, and, of course, the mummified body.

The Egyptians believed that the afterlife was similar to their everyday life. Tombs and pyramids were loaded with the stuff of everyday living. There were games, foodstuffs, clothes, and even boats! Much of the art painted or carved on the tomb walls were pictures of everyday life. They showed what the deceased did in this life and what he or she could expect to do in the next. This has provided Egyptologists with very valuable information about how Ancient Egyptians lived and what they believed.



# The Ancient World

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Mummies

Directions: As you listen to *Mummies: Made in Egypt*, answer the following questions.



1. What was the one great wish of Egyptians?
2. What is the "ba?" The "ka"?
3. Why did they make mummies?
4. How long did it take to make a mummy?
5. What was the first step?
6. What was done to the internal organs?
7. What was done to the body?
8. What were mummies placed in before they were placed in the tomb?

# The Ancient World

## Mummies: Answer Key

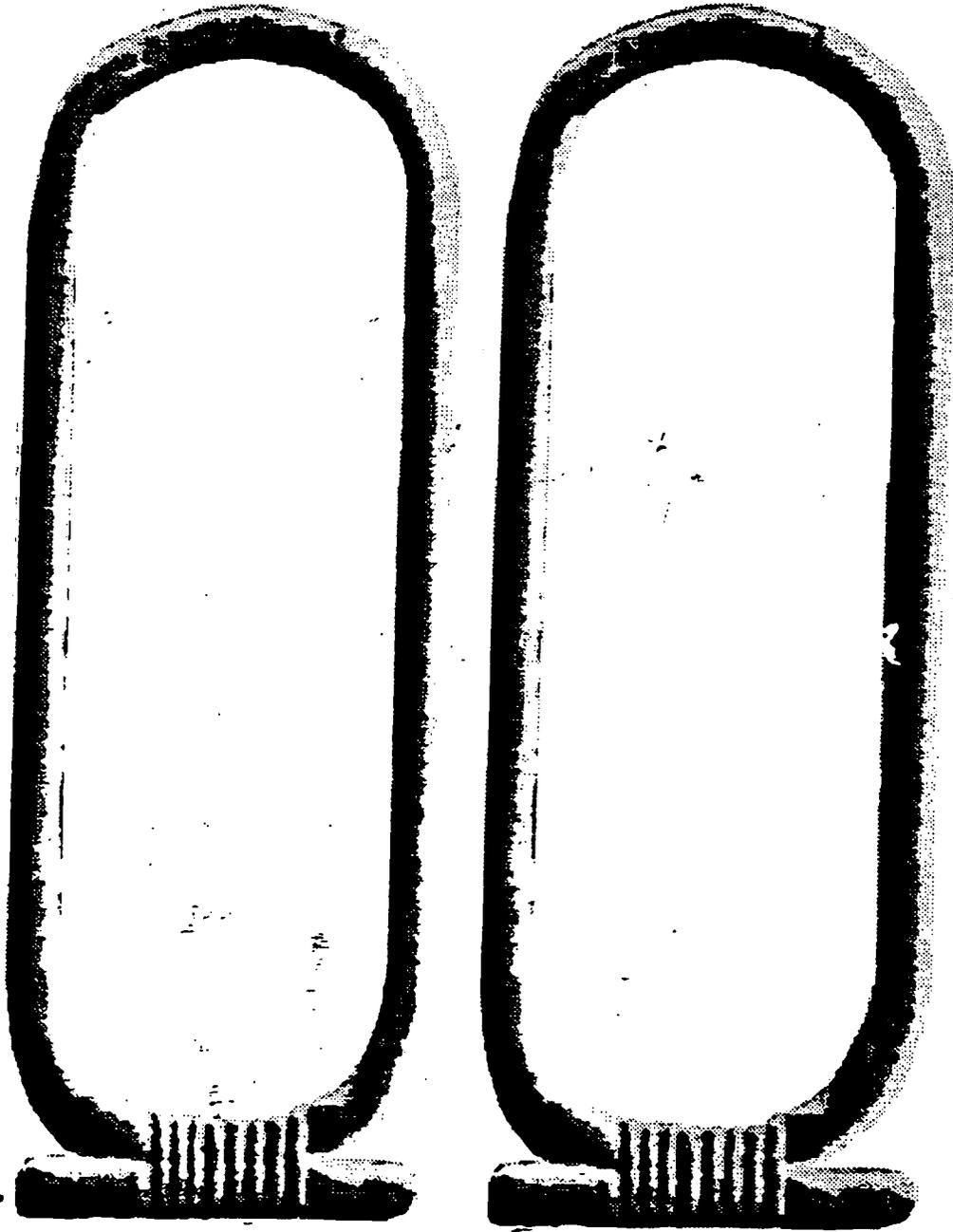
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1. What was the one great wish of Egyptians? (To live forever.)
2. What is the "ba"? The "ka"? (The ba was the soul and the ka was an invisible twin of the person.)
3. Why did they make mummies? (So the ba and ka could recognize the body and return to it.)
4. How long did it take to make a mummy? (Mummification was a very lengthy process. From the time a person died to the time s/he was placed in the tomb was 70 days.)
5. What was the first step? (The first step to mummification was the removal of all the internal organs, except the heart. The organs were dried out, using a special type of salt called natron. The brain was removed through the nostrils, using a long hook.)
6. What was done to the internal organs? (After the internal organs were dried, they were treated with oils and resins, and placed in a canopic jar.)
7. What was done to the body? (The body was dried out and treated in the same way as the organs. This took 40 days. The body was cleansed and brushed with oils, ointments, spices, and resins. The body was adorned with jewels and precious stones, and wrapped with strips of linen. As much as 410 yards of linen were used to wrap the body.)
8. What were mummies placed in before they were placed in the tomb? (Artisans would be working to make the sarcophagus and funerary mask. After 70 days, the mummy would be taken to his/her tomb. All body parts, even fingernails, hair, and rags with bodily fluids would be placed in the tomb. Egyptian believed that the body would come back together and the soul would reenter the body once in the underworld.)

*The Ancient World*

Cartouche Outline

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# The Ancient World

## Hieroglyphic Decoder

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Dear Parents,

In unit one of the fourth grade Paragon™ Curriculum, your child will explore the concept of civilization through a study of Ancient Egypt. In the first of three investigations, your son or daughter will learn about one of the defining features of civilization--farming and food surpluses. To begin, students will look at Egypt's geographic location and natural environment. Students investigate the desert environment, the Nile River, and how the fertile plains of the Nile made farming possible. Your child will view pictures, make educated guesses about the environment, and carry out research on the Internet to confirm his or her findings. Students will demonstrate their knowledge through a geography quiz, and through the creation of the first panel of a large, classroom mural of Egypt's natural environment.

In the second investigation, your child will focus on the daily life of the Ancient Egyptians. By doing so, students will learn about two more defining features of civilization - social stratification and job specialization. Your son or daughter will step into the shoes of Egyptians by making clothes, sandals, and headdresses. Next, students will learn about Egyptian homes. They will see that people's dress and homes indicated their position in society. Students will learn about various jobs in Ancient Egypt by creating a "social pyramid" and listening to an Egyptian myth. They will demonstrate their knowledge of daily life through a quiz, and by illustrating aspects of daily life in a second panel that they will combine with the first panel of the classroom mural.

In the third investigation, your child will examine the last two defining features of civilization - monumental architecture and writing. First, students will build their own pyramid from sugar cubes and speculate as to how Egyptians managed to build such large structures. They will make inferences about why Egyptians built pyramids and why they mummified the deceased. Students will access information from the text and make deductions about hieroglyphics. They will demonstrate their knowledge of monumental architecture and writing through their performance on a quiz, and by illustrating pyramids and the associated rituals in a third panel that they will combine with the first two panels of the classroom mural. Lastly, students will compile all the information they have gleaned and answer two

# Paragon Performance Assessment

## Unit 1, Grade 4

### Ancient Egypt

#### *How do we recognize a civilization?*

**Assessment:** Over the course of the unit, students create a panoramic mural of Ancient Egypt. They begin with a panel showing the natural setting of Egypt - the Nile River, the plants and animals, and the environment. While studying daily life in the second investigation, students will start a new panel for the mural that will depict the people, homes, and occupations of Ancient Egyptians. During the final investigation, students will create a panel that shows the pyramids, mummies, and art of Egypt. Through the creation of the mural, students will extrapolate the five defining features of a civilization.

		4 Distinguished	3 Proficient	2 Developing	1 Emerging
06-700-0000	Creation of the three mural panels	Student fully participated in the organization and creation of three-panel mural. Student followed guidelines, worked constructively with classmates, and put forth maximum effort. The student's contribution demonstrates that s/he has a clear understanding of Egyptian culture.	Student participated in the organization and creation of the three-panel mural. Student followed guidelines, worked constructively with classmates, and put forth effort. The student's contribution demonstrates that s/he has an understanding of Egyptian culture.	Student minimally participated in the organization and creation of three-panel mural. S/he added a few features to the murals, but contributed little to the overall construction. The student's contribution makes it difficult to tell if the student has an understanding of Egyptian culture.	Student minimally participated in the organization and creation of three-panel mural. It is questionable if s/he contributed anything to the project. It is difficult to tell if the student has any understanding of Egyptian culture.
06-700-0000	Identification of the five defining features of civilization	Student can readily identify and name the five defining features of civilization. Further, s/he can explain their importance and make the connection between cause and effect.	Student can readily identify and name the five defining features of civilization. S/he has some difficulty in explaining their importance and/or difficulty making connections between cause and effect.	Student can identify and name the five defining features of civilization. S/he has difficulty in explaining their importance and/or has difficulty making connections between cause and effect.	Student cannot identify and name the five defining features of civilization. S/he cannot explain their importance and/or cannot make connections between cause and effect.

## Paragon Performance Assessment

CE-FOLIO-00 00-FO-CE	Interactive Paragon Journals	The IPJ is complete and is exemplary. Every entry is neat, informative, and accurate. Student went above and beyond in the organization and presentation of the journal. Every entry demonstrates a clear understanding of Egyptian culture.	The IPJ is complete and very good. The entries are neat, informative, and accurate. The organization and presentation of the journal is good. Every entry demonstrates an understanding of Egyptian culture.	The IPJ is good, however it is incomplete. The entries are neat and informative, but some of the information is inaccurate. The organization and presentation is a little sloppy. The student demonstrates some understanding of Egyptian culture.	It appears that the student did not understand the purpose of the IPJ or its organization. Entries are haphazard and not to specification. It is unclear whether or not the student has an understanding of Egyptian culture.
AN-FO-00 00-FO-AN	Customize for your School				

## Paragon Performance Assessment

### Paragon Unit 1

#### Grade 4

#### *How do we recognize a civilization?*

#### **Cumulative Assessment:**

Over the course of the unit, you and your classmates will create a three-panel mural of Ancient Egypt. The first panel will show the natural setting of Egypt - the Nile River, the plants and animals, and the environment. The second panel will show daily life— the people, homes, and occupations of Ancient Egyptians. The third panel will show the pyramids, mummies, and art of Egypt. Through the creation of the mural, you will be able to identify and explain the five defining features of a civilization.

#### **Criteria used to evaluate your knowledge of Ancient Egypt**

##### 1. Your contribution to the three-panel mural:

*For a distinguished performance:*

*you will fully participate in the organization and creation of the mural. You will offer suggestions and ideas, help to make decisions, and work constructively with your classmates. Your individual contributions to the mural will demonstrate that you have a clear understanding of Egyptian culture.*

##### 2. Your ability to identify and explain the five defining features of a civilization:

*A distinguished effort will:*

*Demonstrate that you can readily name the five defining features of a civilization and explain their importance. For example, you can name farming and food surpluses as a feature and you can explain, either verbally or in writing, why farming was so important to civilization. You will be able to make the connections between cause and effect.*

## Paragon Performance Assessment

### 3. Your Interactive Paragon Journal (IPJ)

*A distinguished IPJ will:*

*be complete with every entry in its proper place. Every entry will be neat, informative, and accurate. You will have added special touches, such as the use of colors, icons, pictures, and motifs. Your IPJ will clearly demonstrate that you understand Ancient Egyptian culture very well.*

To be customized by teacher

Date Due

Essential Questions/ Topic Map	Unit 1 40,000 BC - 500 BC The Ancient World	Unit 2 500 BC - 500 AD The Classical World	Unit 3 500 - 1460 The Middle Ages	Unit 4 1460 - 1600 Renaissance & the New World
Grade K Myself; my world; family; basic needs; globalism; geography.	<i>Who am I?</i>  Self, identity, name, likes and dislikes, place.  Egypt	<i>What is a family?</i>  Relationship with others, family, household.  Rome	<i>Where do people live?</i>  Houses and homes, climate and animals.  Africa	<i>What do people wear?</i>  Basic needs, markets, exchange of goods, Renaissance.  Europe
Grade 1 Community; jobs; making dreams come true; heroes; basic needs; geography.	<i>What do people need?</i>  Basic needs - food, shelter, warmth, prehistoric life, hunters and gatherers, the Upper Paleolithic. Europe	<i>What is a community?</i>  Community, connections between families in a place, working together, sharing responsibility.  Greece	<i>How do people help their communities?</i>  Caste society, lords, ladies, knights, peasants, Joan of Arc, Robin Hood.  Europe	<i>How do people make their dreams come true?</i>  Exceptional people past and present (explorers and artists). Europe
Grade 2 Environment; natural resources; community; multi- culturalism; geography.	<i>Why did people start to farm?</i>  Early farmers, natural resources of the Fertile Crescent, water, technology to solve problems, environment.  Mesopotamia	<i>How do people live in a rainforest?</i>  The Maya - environment, natural resources, myth, temples, art, maize.  Meso-America	<i>How do people live in a desert environment?</i>  Pueblo tribes, the Anazasi, cliff dwellers, farming in a desert, pottery, art, and stories.  North America	<i>How do communities connect with each other?</i>  Inca, Andes Mountains, building an Empire, communication, runners, Machu Piccu.  South America

<p>Grade 3 Culture; art; myth and stories; travel and trade, exploration; geography.</p>	<p><i>How does culture flow from a river?</i></p> <p>The Indus River and Indus Valley. Rivers: farming, irrigation, the elements of culture, and the interaction between geography and culture.</p> <p><b>India</b></p>	<p><i>How does a culture expand?</i></p> <p>The Silk Road, Shi Huangdi's tomb, rulers, artifacts and what they tell us about the past, folktales.</p> <p><b>China</b></p>	<p><i>How do cultures share goods and ideas?</i></p> <p>The Silk Road into the Middle East. Arabian Nights, spread of Islam, trade, interaction with North Africa, salt trade.</p> <p><b>Middle East, Spain, Portugal</b></p>	<p><i>How do explorers connect cultures?</i></p> <p>Exploration, Cortes, Pizarro, Magellan, Columbus, etc.</p> <p><b>Old World and "New World"</b></p>
<p>Grade 4 Civilization; spread of people and ideas; belief, technology; geography.</p>	<p><i>How do we recognize a civilization?</i></p> <p>Farming, stratification, job specialization, religion, art, government, architecture, writing.</p> <p><b>Egypt</b></p>	<p><i>Can a civilization die out and still live on?</i></p> <p>Theater, Olympics, literature, art, democracy.</p> <p><b>Ancient Greece</b></p>	<p><i>How can we tell what a civilization values?</i></p> <p>Artifacts &amp; architecture of the Middle Ages. Castles, towns, cathedrals, stained glass, illuminations, and guilds.</p> <p><b>Europe</b></p>	<p><i>What can we learn about a civilization from its great thinkers?</i></p> <p>Italian Renaissance, art, science, inventions, Leonardo, Copernicus, and Galileo.</p> <p><b>Italy</b></p>
<p>Grade 5 Western civilization; government; philosophy; religion; ideas; technology; geography.</p>	<p><i>How do we unlock the mysteries of a civilization?</i></p> <p>Archaeology, inference, King Tut's tomb, artifacts, burial rites, beliefs.</p> <p><b>Egypt</b></p>	<p><i>What do we learn from the ruins of an Empire?</i></p> <p>Pompeii, archaeology, origins of Rome, philosophy, art, architecture, Empire, government, military.</p> <p><b>Rome</b></p>	<p><i>How do we piece together a vanished culture?</i></p> <p>The Vikings, archaeology, seafaring culture, conquest, government, runes, myth, and daily life. <b>Europe</b></p>	<p><i>How do we investigate the impact of a major change?</i></p> <p>Reformation, Martin Luther, Bach, Tudor England, Henry VIII, Elizabeth I, and Shakespeare; methods of historians. <b>Europe</b></p>

Essential Questions/ Topic Map	Unit 5 Kingdoms & Colonies 1600 - 1750	Unit 6 Revolution & Independence 1750 - 1825	Unit 7 Unification & Industrialization 1825 - 1900	Unit 8 The 20 <sup>th</sup> Century 1900 - 2000
Grade K Myself; my world; family; basic needs; globalism; geography.	<i>How do people celebrate?</i>  Basic geography, daily life, community, festivals, celebrations, song, music, & dance.  India	<i>Why do people create art?</i>  Daily life, community, folklore, stories, music, dance, art, fabric.  South East Asia	<i>How do people "live off the land?"</i>  Daily life of aborigines, song, dance, storytelling, art, plants, and animals.  Australia	<i>How do people live today?</i>  Changes in everyday life in the 20th Century.  USA
Grade 1 Community; jobs; making dreams come true; heroes; basic needs; geography.	<i>How do people set up a community in a new land?</i>  Woodland Indians, Pilgrims, Plymouth, creating a new community  Europe/America	<i>How do dreamers lead the way?</i>  Plains Indians, going west, Lewis and Clark, wagon trains, pioneers.  Early America	<i>Why are people drawn to cities?</i>  Bustling cities, new inventions, and entertainment.  USA	<i>How have people made their dreams come true?</i>  20 <sup>th</sup> century heroes.  USA
Grade 2 Environment; natural resources; community; multi- culturalism; geography.	<i>How do people live on an island?</i>  Islands, geography, animals, samurai warriors, ritual, art, kabuki, martial arts.  Shogun Japan	<i>How do people live on the coast?</i>  Coastal living, daily life, houses, canoes, totem poles, folklore, masks, dances.  Northwest Coast Indians	<i>How do people live in an icy land?</i>  Arctic environments, working with the environment, celebrations, innovation.  The Arctic	<i>How do we live in the United States?</i>  20th century, environment, diversity, technology, celebration.  USA

<p><b>Grade 3</b> Culture: art; myth and stories; travel and trade, exploration; geography.</p>	<p><i>How do different cultures inhabit the same land?</i></p> <p>Exchange of goods and ideas, food, farming techniques, daily life, colonists &amp; Indians. <b>America</b></p>	<p><i>How do individuals shape culture?</i></p> <p>Icons of the Revolutionary War and beyond, symbols, founders of our country. <b>The United States</b></p>	<p><i>How does culture change with new discoveries?</i></p> <p>Westward expansion, Gold Rush, pioneers, transcontinental railroads, the Indian wars, the Trail of Tears. <b>The United States</b></p>	<p><i>How do cultures interact and stay unique?</i></p> <p>Harlem Renaissance, movies, TV, music, popular culture, sub-culture, art. <b>USA</b></p>
<p><b>Grade 4</b> Civilization: spread of people and ideas; belief, technology; geography.</p>	<p><i>How do people plant the seeds of a new civilization?</i></p> <p>The process of settling in a new land, daily life and basic needs, organizing a group of people, Salem Witch Trials, "The Witch of Blackbird Pond." <b>America</b></p>	<p><i>How do ideas found a new civilization?</i></p> <p>Revolutionary War and early United States, government, writing, George Washington, Constitution, Dec. of Independence, Jefferson. <b>USA</b></p>	<p><i>How do people use ideas to justify action?</i></p> <p>Slavery, the Civil War, and Reconstruction, social stratification. <b>USA</b></p>	<p><i>What ideas will people struggle for?</i></p> <p>Civil Rights and Women's Rights, social stratification. <b>USA</b></p>
<p><b>Grade 5</b> Civilization: government; philosophy; religion; ideas; technology; geography.</p>	<p><i>How do the arts enlighten us about the past?</i></p> <p>The Enlightenment, the arts, the way people think, spread of ideas. <b>Europe</b></p>	<p><i>How have ideas ignited revolutions?</i></p> <p>French Revolution, people and arts of the time; Marquis de Lafayette Napoleon, Ludwig van Beethoven, Mary Wollstonecraft. <b>France</b></p>	<p><i>How has technology changed life?</i></p> <p>Industrial Revolution, technology, invention, factories, mass production, the Titanic. Art, Impressionism, scientific discoveries. <b>England</b></p>	<p><i>What does pop culture tell us about ourselves?</i></p> <p>British rock invasion, 20<sup>th</sup> century pop culture, the spread of American culture around the world. <b>England, USA</b></p>

## SAMPLE PARAGON UNIT—Character Education

### Lesson 3: *Who was Eleanor Roosevelt?*

Estimated Time: 3 hours

#### At a Glance

- Step 1: Brainstorm and research the role of a "First Lady."
- Step 2: Introduce Eleanor Roosevelt and explore her accomplishments as a First Lady.
- Step 3: Write a short "My Day" excerpt from the shoes of Eleanor Roosevelt.
- Step 4: Read two adaptations of Eleanor Roosevelt's "My Day" column.
- Step 5: Create a classroom mural of Eleanor Roosevelt.

#### Materials

*Cobblestone Magazine: Eleanor Roosevelt: First Lady of the World*

(November 1986, Volume 7, Number 11)

Black Line Master: *My Day* February 27, 1939

Black Line Master: *My Day* June 16, 1939

one long sheet of butcher paper (for mural)

poster paints

#### Step 1

Write the term "First Lady" on the board. Ask:

- What is a First Lady?
- Who is the First Lady now?
- Who knows the names of some famous first ladies?

Then continue:

- What is the job of a First Lady?
- How is she supposed to help her husband, the President?

Begin a list of the responsibilities of a First Lady, and have students record these notes in their own notebooks, as well. Then have students go online to:

**National First Ladies' Library**

[www.firstladies.org](http://www.firstladies.org)

**The First Ladies of the United States of America**

[www.whitehouse.gov/WH/glimpse/firstladies/html/firstladies.html](http://www.whitehouse.gov/WH/glimpse/firstladies/html/firstladies.html)

Once there, direct students to browse through the short biographies of First Ladies and look for information about what a First Lady does. Instruct students to add this information to notes. Give students a minimum number of facts that they must add to their notes. For example, students must find five things that First Ladies are supposed to do.

When students have perused the contents of several biographies, call them back to their seats and then have them share the information they have found. Add this new information to the list you started. The class list should be extensive and may include the following:

- accompanies her husband on tours and visits
- entertains guests at the White House
- performs charity work
- supports and assists the work of the President

After developing the list of First Lady duties, review and read over the list with students. Then ask students to imagine a "Day in the Life of a First Lady." Students may write this imaginative speculation in a diary form or as a schedule of events with times and places.

Give students about ten to fifteen minutes to complete this writing activity. Make sure students include many of the responsibilities they mentioned in the list.

When students are finished, divide the class into small groups to read their writing. Have a few students read their "Day in the Life of a First Lady" in front of the class. Discuss:

- What responsibilities did we seem to think were the most important?
- How does it sound to be a First Lady?
- Do you think all First Ladies live like this?

## Step 2

Write the name "Eleanor Roosevelt" on the board. Ask:

- Has anyone heard of this First Lady?
- What do you know about her?

Listen to students' prior knowledge of Eleanor Roosevelt, recording key facts about her life, such as:

- married to Franklin Delano Roosevelt
- First Lady from 1932-1945

Tell students they are going to hear some stories about Eleanor Roosevelt's activities as First Lady. Show students the picture of Eleanor Roosevelt on the cover of *Cobblestone Magazine: Eleanor Roosevelt: First Lady of the World*. Ask:

- What objects are in her hands? (a book and a pencil)
- What guesses can you make about the sort of person she is, or what is important to her?

Before reading some of the articles on Eleanor Roosevelt, set up students with a note-taking framework for recording information they hear about her life. Have students fold a piece of paper lengthwise to create two columns. Over one column, have students write the heading, "What Eleanor did," and over the second column, write the heading, "What Eleanor believed." Inform students that these are the two types of information they should listen for in the readings.

Read the following articles from *Cobblestone*: "Eleanor as Teacher," (pages 14 - 15), "First Lady of the World," (pages 21 - 23), "Mrs. Roosevelt Was Here," (pages 24 - 25), "Women Only in the White House," (pages 26 - 27), and "Life After the White House," (pages 30 - 31).

After reading the articles, review students' notes on Eleanor Roosevelt. Their "What Eleanor did" column should include:

- was a teacher
- traveled a lot
- visited wounded soldiers during the war
- campaigned for better wages and shorter working hours
- visited programs her husband put into place
- helped Jews escape to the U.S. during the Holocaust
- spoke out against segregation
- worked with the NAACP
- made sure that soldiers had what they needed during the war
- held "women-only" press conferences to support women journalists
- worked with the United Nations
- worked to get all countries of the world to agree to some basic human rights of people
- wrote a newspaper column called "My Day"

Their "What Eleanor believed" column should include:

- women should think for themselves
- women should see things for themselves
- women should experience life first-hand
- children should not go to work
- that "All of us are brothers, regardless of race, creed or color"
- that war should be avoided
- that women are equal citizens
- that blacks are equal citizens

### Step 3

After reviewing students' notes on Eleanor Roosevelt's beliefs and activities, have them write a short newspaper column they entitle, "My Day." Students should write in the first-person, as if they were in Eleanor Roosevelt's shoes. Remind students that Eleanor Roosevelt wrote a daily column with the same title, in which she described her activities and her beliefs. Students may refer to their notes as pre-writing for this exercise.

When students are finished writing, "My Day," divide the class into small groups to read their columns to their classmates. Have a few students read their columns in front of the class. Then discuss:

- What did we find most interesting about Eleanor Roosevelt's activities?
- Is your description of her day similar to the "Day in the Life of a First Lady" you wrote earlier? If not, how is it different?
- Do you think Eleanor Roosevelt was a typical First Lady?
- What impresses you the most about Eleanor Roosevelt?

#### Step 4

Distribute the Black Line Master: *My Day February 27, 1939* which is an adaptation of a column Eleanor Roosevelt wrote after Marian Anderson was banned from singing in the Daughters of the American Revolution concert hall in Washington.

Have students read over the column. Then discuss:

- Why is Eleanor Roosevelt disappointed in the Daughters of the American Revolution? (They wouldn't allow Marian Anderson to sing in their hall because she was black.)
- What decision did she make? (to resign from the organization)
- Why do you think Eleanor Roosevelt decided to write about her resignation in a national newspaper?
- Does it surprise you that the First Lady took such a strong and public stand on this?

Distribute the Black Line Master: *My Day June 16, 1939* which is an adaptation of Eleanor's column written on the subject of a proposed law to ban married women from working. Ask students to read over the column, and then discuss:

- What is the proposed law that Eleanor opposes? (a law to keep married women from working)

- Why does she oppose this idea? (She doesn't think it is right to make rules about who can and cannot work. She adds that most married women who work really need to.)
- What is your opinion on this proposed law?

### Step 5

Begin this step by asking:

- What impresses you most about Eleanor Roosevelt?
- What images do you have of her?

Get students to talk about what they see Eleanor doing as they imagine her life, and which of her activities they admire the most. Go around the room and have each student say one activity of Eleanor Roosevelt's that they respect the most.

Then roll out the long sheet of butcher paper on the floor and make the poster paints available to students. Tell each student to paint the activity they described, or to paint a symbol of the activity. As students finish their individual designs, ask them to consider the whole and connect the images to create a vibrant mural.

Post the mural on the wall of the classroom or outside in a hallway and have students study the images closely. Discuss:

- What do we like about our mural of Eleanor Roosevelt?
- What does this show about her life?

### Extension

1. Students research more about Marian Anderson and the concert she eventually gave at the Lincoln Memorial. Listen to Anderson's music and discuss why the choice of the Lincoln Memorial was an appropriate alternative to the D.A.R. hall from which she was excluded.

My Day  
February 27, 1939

Washington—I belong to an organization called the Daughters of the American Revolution, which, among other things, educates the public about the democratic history of the United States. We are also a group of women in possession of a concert hall here in Washington, where we have hosted many excellent musical performances. Recently, this organization has disappointed me in a decision they made to exclude a brilliant woman singer, Marian Anderson, from performing in their concert hall. The reason she has been banned from the Daughters of the American Revolution hall is because Miss Anderson is black.

I have been debating in my mind a question which I have had to debate with myself once or twice before in my life. Usually I have decided differently from the way in which I am deciding now. The question is, if you belong to an organization and disapprove of an action they take, should you resign? Or is it better to work for a changed point of view and stay in that organization? In the past, when I was able to work actively in any organization to which I belonged, I have usually stayed until I had at least made a fight and had been defeated.

But in this case, I belong to an organization in which I can do no active work. They have taken an action, which is unjust and opposed to the democratic ideals of this country. To remain as a member implies an approval of that action, and therefore I am resigning...

Eleanor Roosevelt

My Day  
June 16, 1939

New York—I must write again on the subject of this proposed law to prevent married women from working. I have already explained why I am opposed to such a measure, but it seems this ludicrous idea will not go away.

Many people have written to me to tell me how wrong I am to oppose this proposed law barring married women from working. They say that it is cruel, because married women have husbands to support them, and shouldn't take jobs away from young people. They insist that these married women are simply doubling good incomes and using the money to buy luxuries for themselves.

Let us consider the situation. Is it wise to make laws about any particular group to deny them work? If we begin to say that married women cannot work, what is to keep us from saying that men with a certain amount of money cannot work, or that young people whose parents can afford to support them cannot work? It seems to me it the basic right of any human being to work.

Most married women are not interested in working, as they find plenty of work in the home to keep them busy. However, the records show that married women who do work are working because they need to: they work because the husband is ill, or because the husband has lost his job, or they have been deserted and need to support the family. A law keeping married women from working would keep these women from feeding their families.

## Lesson 4: What are "supernatural beings"?

Estimated Time: 1 - 1 ½ hour

### At a Glance

- Step 1: Create a definition of "supernatural" and introduce "Poogweese" from *Echoes of the Elders*.
- Step 2: Hear the story of "Poogweese" and discuss.
- \*Step 3: Complete a character map of Poogweese.
- Step 4: Begin to develop character(s) for their own stories.

### Materials

*Echoes of the Elders: The Stories and Painting of Chief Lelooska*, edited by Christine Normandin

CD player and CD from the inside cover of *Echôes of the Elders*

Black Line Master: Character Map of Poogweese

transparency of character map of Poogweese

Black Line Master: Character Map of Poogweese: Answer Key

Black Line Master: Character Map

OPTION: CD, *Indian Music of the Pacific North West Coast*, Smithsonian Folkways Recordings

### Step 1

Write the word "supernatural" on the board and say it aloud a few times. Ask students to free-associate what they think it means. Write their replies around the word. Next, without showing them the picture, read the introduction to "Poogweese" on page 29 of *Echoes of the Elders*. After reading, ask if they would like to add any words to the board. Lastly, show them the picture of Poogweese on page 28 and announce his name. Ask if they would like to add any more words to the board. Now, challenge students to complete the sentence start "Supernatural means ..." Go around the room and have volunteers share their definitions.

Confirm its meaning by writing an agreed upon definition on the board. It can be something like, "Supernatural means something beyond this world." Point out that supernatural beings usually have supernatural powers as well.

OPTION: You may want to spend a few minutes brainstorming some of the supernatural figures known in our culture such as, Superman, Xena, Darth Vader, etc.

Show the picture of Poogweese again and ask:

- Do you think Poogweese is supernatural? Why or why not?
- Do you think Poogweese has supernatural powers too? Why or why not?
- Do you think Poogweese will be a kind or mean supernatural being? Why?
- Are you ready to hear the story of Poogweese?!

## Step 2

Gather students together in a reading circle. Show them the picture of Poogweese again. Play the CD with Chief Lelooska's telling of "Poogweese."

After reading, lead a student-directed discussion about the story. You may prompt them with the following questions:

- What did you like most about the story? The least?
- What did you find confusing or hard to understand?
- Did you like the ending? Why or why not?
- Were you surprised to find out that Poogweese was a kind supernatural being? Why?
- Were you surprised to find out the Poogweese was a Merman?
- Why do you think Poogweese gave a gift of his "mask and song"? What does this suggest about the Northwest Coast Indians? (That they value masks and music - these are very important gifts for them.)
- What message(s) do you think this story teaches? (Work together to solve problems; trust helps to solve problems; be thankful for the goods you receive, and; honor what has come before you.)

Ask students to return to their seats.

NOTE: This is a good time for a break.

### \*Step 3

Students complete a character map of Poogweese. Distribute the Black Line Master: *Character Map of Poogweese* to each student. Tell students that you are going to complete this character map so that they can better understand Poogweese's character, and how his character was developed in the story. This will help them as they write their stories so that they too can create interesting characters.

NOTE: You may want to expand on character development in stories depending upon whether or not your class has worked on it previously or not.

Display the transparency of the map. Tell students that you are going to read some key sentences from the story that give information about Poogweese's character. From these sentences, they are to fill in the map with key words or phrases that describe Poogweese.

1. "It was clothed in seaweed and appeared to be something like a man. It had huge front teeth and long scraggly hair." (page 29) (rather ugly and frightening in appearance)
2. "I am Poogweese, the Merman. I am part man and part fish. I dwell in the world beneath the sea. (page 29) (supernatural being)
3. "I am chief messenger of Goomaquay ..." "I carry the will of Goomaquay throughout his undersea domain" (page 30) (important)
4. "I can understand how you might well be afraid of me ..." (page 30) (understanding)
5. "Let us strike a bargain." "... he would talk to his master about the fishermen's kindness and about the poor fishing they had endured." (page 30) (fair and kind)
6. "And for my thanks I will give you my mask and my song as a gift." (page 30) (generous)
7. "... the supernatural ones do not lie." (page 31) (honest)
8. "... the mask of Poogweese floated to the surface ... and soon the song of Poogweese filled their ears." (page 31) (trustworthy)

At the bottom of the Black Line Master, ask students to write one summary sentence describing Poogweese's character. They should do this on their own. Collect and check for understanding.

#### Step 4

Return to the topic of the stories students are to write (introduced in the last lesson). Tell students that they can create a supernatural being for their story if they would like (it's up to you if you want to make the supernatural being optional or not). In either case, they will need to start developing the character of their clan animal. Distribute the Black Line Master: **Character Map** so students may begin working on their characters.

NOTE: You may wish to give several character maps to students so they can create a variety of characters. They can then choose which one(s) they like the best and want to include.

OPTION: You may wish to play either CD of *Indian Music of the Pacific North West Coast* softly in the background while students work.

#### Extensions

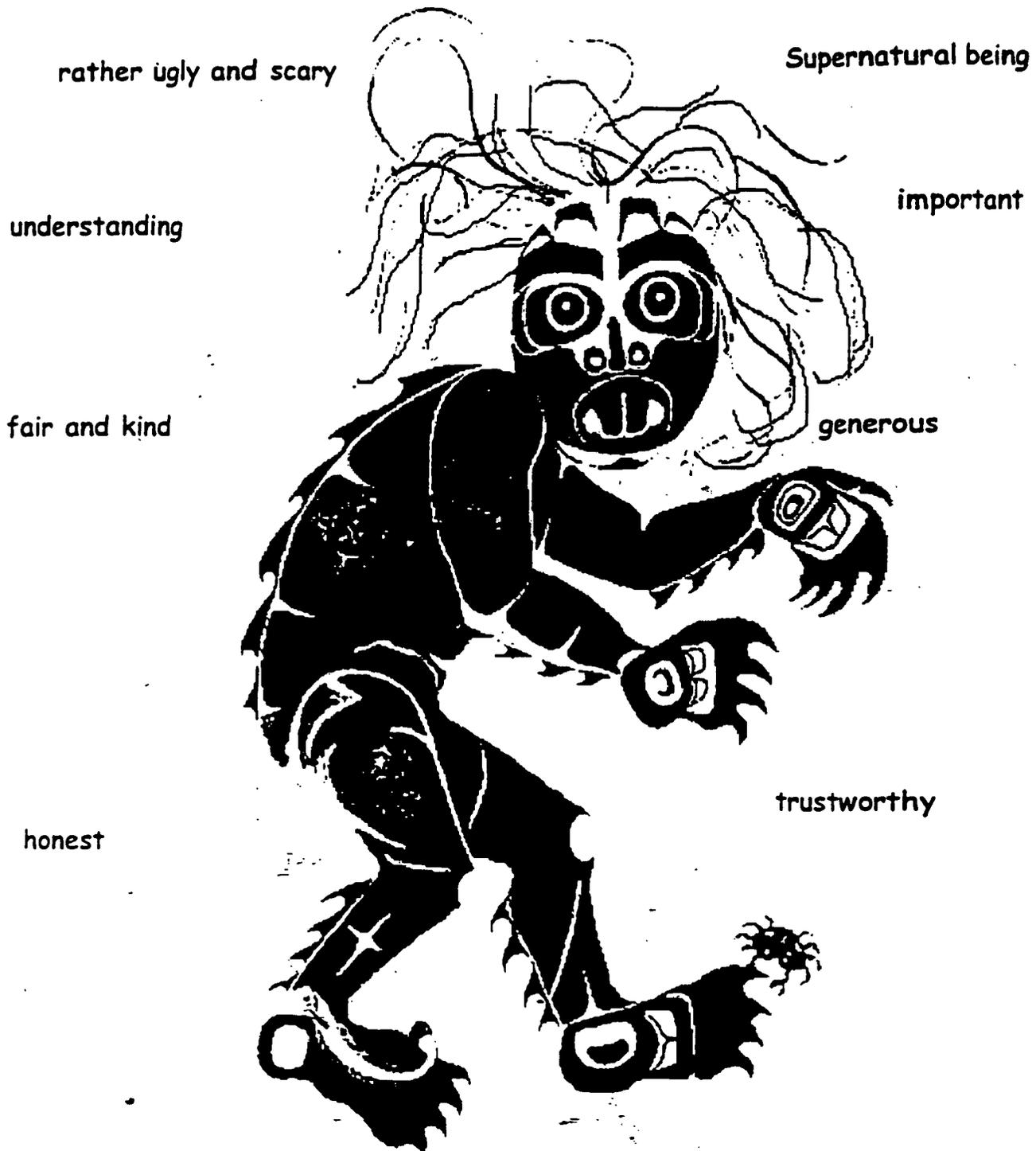
1. Students may listen to the story of "The Old Owl Witch" in *Echoes of the Elders* for an example of a not-so-nice supernatural being.
2. Students may listen to the story of "Beaver Face" in *Echoes of the Elders* for another example of a not-so-nice supernatural being.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Character Map of Poogweese



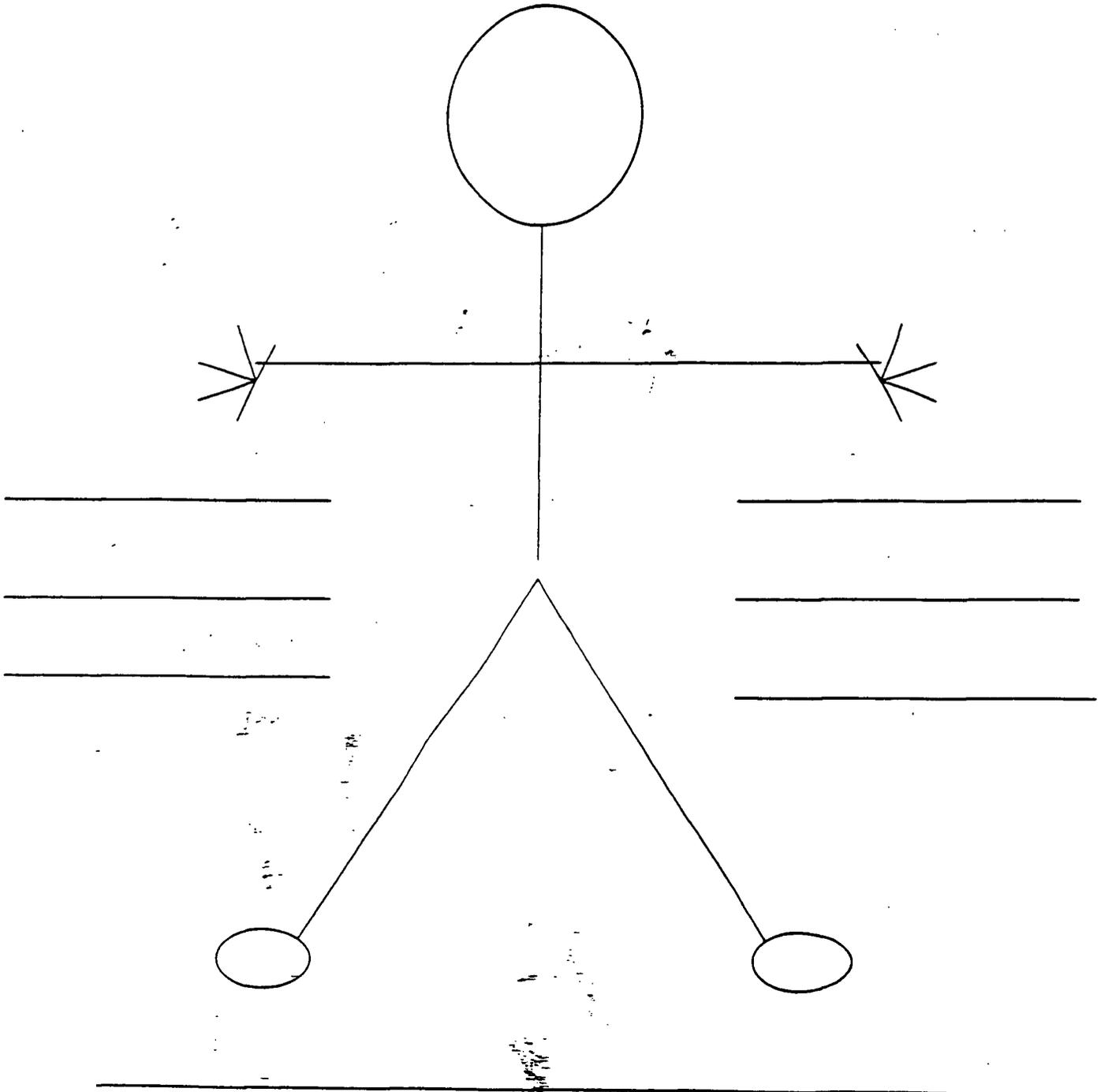
### Character Map of Poogweese: Answer Key



Poogweese looks scary but he's really a nice creature.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Character Map



## *Paragon Curriculum*

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*Paragon Curriculum*

**African-American History Month:**

**Biographies**

Grades 3 & 4

## Paragon Plus: Biographies

Dear Teachers,

Welcome to African-American History Month (February). Students will learn about the lives, times, and contributions of exceptional African Americans. In examining the genre of biography, the class will read about several African-American heroes together. As the culminating assessment, students are free to select and explore any African American who fascinates them and captures their imagination.

Because February is also "Music in our Schools Month," we've included as a classroom resource, the book and cassette, "How Sweet The Sound: African-American Songs for Children." The performing arts specialist may want to draw from and extend this collection in music class.

The month-long curriculum about biographies is organized into three stages:

1. Introduction to biography as a literary form.
2. Writing a short biography about a "hero" in the student's life.
3. Creating an assessment activity.

Each stage has three to four daily lessons that will take between 30 to 60 minutes to complete. The lessons are designed to be flexible, so you may add or rearrange them in ways to better suit the needs of your students. The main goal, however, is for students to understand that a biography tells the true story of a person's life, and for students to develop an appreciation of the abundant contributions black people have made to our world.

As part of the lessons, we recommend that you read a biography or story as a class during part of each daily session. A selection of children's books featuring African Americans will be on display in the multimedia center. A list is provided on pages 18-20. We have also provided a list of recommended books on pages 21-24. In addition to the biography resources, we have provided a classroom library resource, entitled, *100 African-American Read-Aloud Stories*. The collection includes myths, fables, fairy tales, poetry, Anansi and Brer Rabbit tales, in addition to biographies of historical heroes. We also encourage you to bring in your own resources, such as videos on African-American heroes from your local library, and to put your own special touch on how you want to present

## *Paragon Plus: Biographies*

African-American History Month. The Multimedia Center will also have a video collection of African Americans of Achievement from which to select.

We hope you enjoy African-American History Month: Biographies, and that your students broaden their perspective and understanding of all the great contributions African Americans have made to our culture. Students will be re-encountering these heroes in the coming months in historical context in the afternoon Paragon Curriculum, a reiteration that will make these lessons all the richer. We hope, also, that in their study of luminaries, students will see in themselves their own potential for making our world a better place.

Sincerely,

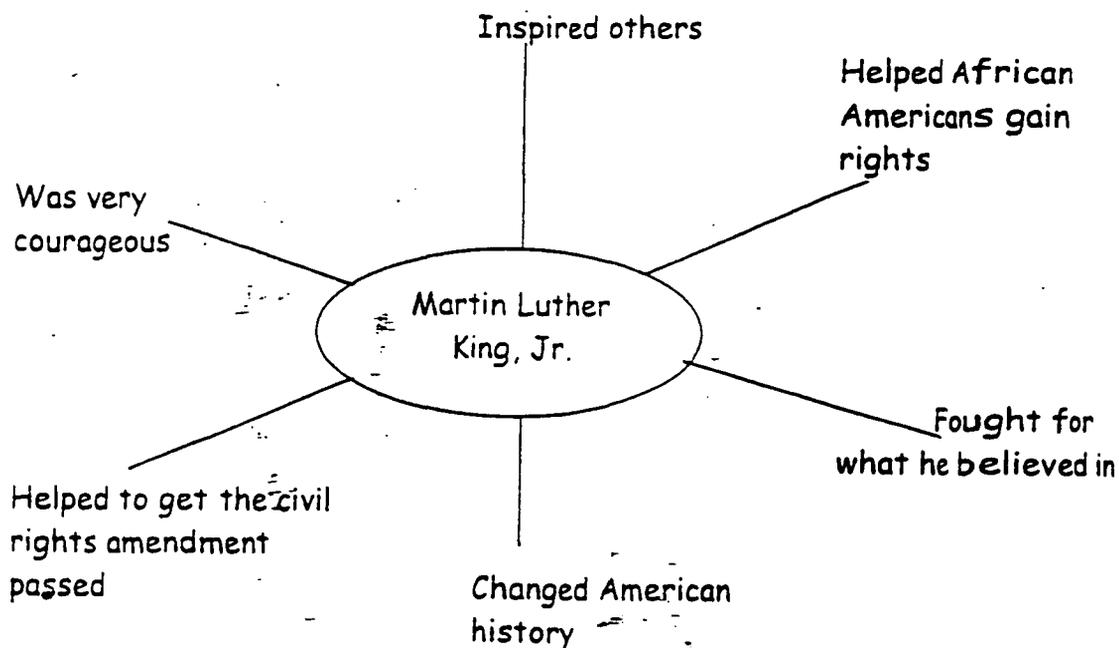
Curriculum Design Team

## Paragon Plus: Biographies

### Stage 1: Introduction to Biographies

**Objective:** Students are introduced to biographies.

1. Read a biography of your choice to the class, and/or show an African-American hero video.
2. Write the word "bio - graphy" on the board. Explain to students its meaning by looking at the root words. "Bio" = life; "graphy" = to write. A good working definition of the word biography, "a factual account of a person's life written by another person." Encourage older students to write the word and definition in their word journal.
3. Lead a discussion about why someone would want to write about another person's life. Start with an example using the biography piece from today's lesson or of another famous African American, such as Martin Luther King, Jr. Write his name on the board and do a "spider" chart as students brainstorm ideas. It may look something like this:



## *Paragon Plus: Biographies*

**Objective:** Students identify fact and fiction.

1. Read or continue to read a biography of your choice to the class. As you read, ask students to listen and take "doodle notes" about the story. Students draw symbols and shapes that represent the facts they hear. Students save their "doodle notes" for a later activity.
2. The "doodle notes" can be saved in the classroom Biography Folder.
3. Make a chart with two headings: Fact and Fiction. Ask volunteers to explain what each of these words mean.
4. Go over each definition, provide an example, and write them on the chart under the heading. Older students record the words and definitions in their word journal.
  - Fact is something real. For example, "Cats have fur," "There are 24 students in this class," or "the sun sets every evening." You may ask students to provide examples as well.
  - Fiction is something made up. For example, "Before their very eyes, the peach grew as big as a house," or "the cat smiled at the girl and said, "you shouldn't be here.""
5. Students create a variety of sentences that serve as examples of either fact or fiction. Write student examples on a piece of chart paper to serve as a review and as student reference for fact or fiction. Student responses can be added to the classroom "Biography Folder."
6. Confirm that biographies are mostly factual, although inference is sometimes used. Inference means to draw a conclusion(s) from fact. Your conclusion may or may not be true. For example, you accidentally bump into a person at a crowded mall. You politely say, "excuse me," and the other person just snarls and walks away. You draw the conclusion, "that is not a very nice person." Given you don't know the person, your conclusion may or may not be true.

## *Paragon Plus: Biographies*

7. Confirm that biographies do not use fiction.
  
8. **Activity:** Students play a variety of "true or false," "fact or fiction" games that are adaptations of follow the leader and schoolyard games. "Simon Says," for example, can be used. The leader says, "If cows have wings, stamp your feet."

## ***Paragon Plus: Biographies***

**Objective:** Students listen to the first two of four biographical excerpts and identify common features of biographies (setting/early childhood, education, obstacles, and accomplishments). The second two may be used for another lesson.

1. Explain to students that biographies usually have certain features in common. You are going to read two paragraphs from some biographies. Ask them to listen carefully so they may identify a key feature in the passage. Encourage students to continue with their "doodle notes" as you read the two selections.
2. Read the first excerpt from the Black Line Master: **Biographies** about Yvonne Braithwaite Burke. This passage was selected to illustrate setting and early childhood.
3. Read the second excerpt about William E.B. Du Bois. This passage was selected to illustrate his education.
4. After reading, ask students to identify what type of information the first paragraph was conveying. Guide them to see it was about where she was raised (you may want to introduce the word "setting"), and her childhood. Write this on the board or on a piece of chart paper.
5. Ask students to identify what type of information the second paragraph was conveying. Guide them to see it was about his education. Write this on the board or on a piece of chart paper.
6. Ask students to include a childhood and education "doodle note" if they have not done so in their notes. Keep student notes in the classroom "Biography Folder."
7. Repeat this process with the other two excerpts on another day. They illustrate overcoming obstacles (L. Douglas Wilder) and accomplishments (Daniel Hale Williams).

## *Paragon Plus: Biographies*

8. Ask students to include an obstacle and accomplishment "doodle note," if they have not done so in their notes. Add this series of notes to the classroom "Biography Folder."
9. When all four excerpts have been read, confirm that these features—childhood, education, obstacles, and accomplishments—are typically found in biographies.
10. **OPTION:** The biographical sketches can be divided among four days rather than two.
11. **OPTION:** Discuss how these features compare to the hero's journey, especially obstacles and accomplishments
12. **Activity:** Students create a dramatic tableau or statue scene that shows the setting of the stories they have heard today.
13. **Activity:** Students dramatize a section of the stories wherein the characters showed how they overcame an obstacle or accomplished a goal.

## *Paragon Plus: Biographies*

**Stage 2:** Creating a short biography about a "hero" in the student's life

**Objective:** Students are introduced to how photographs can create and enrich a biography.

1. Read or continue to read a biography of your choice to the class, and/or show an African-American hero video. Encourage students to create "doodle notes" as they listen to the story.
2. Discuss ways students can get information about people. To begin, show a photograph of a person from a magazine, newspaper, or any other source. First, ask students to describe the facts about the people shown (male or female, a child or grown-up, etc.)
3. Ask students to describe what they can infer (guess) from the pictures. For example, "this looks like a happy person, because she is smiling." "This looks like a person from along time ago because of his clothes, and the type of car in the background." Or, "this looks like a poor person because of the house in the background, and the condition of her clothes." Remind students there is a difference between fact and inference (guessing).
4. **OPTION:** Students may write several sentences about the person(s) in the picture.
5. Next, ask students to describe how photographs of their subjects can make a biography more interesting.
6. Explain to students that they will be creating their own biography during this unit. Establish guidelines for students about borrowing photographs for their biography.

## *Paragon Plus: Biographies*

**Objective:** Students practice sequencing events to understand the importance of organization.

1. Read or continue to read a biography of your choice to the class, and/or show an African-American hero video. Encourage students to create "doodle notes" as they listen to the story.
2. Xerox four to six pictures of a story or math-sequencing lesson. Make sure that each student has one set of pictures and that each picture is separate from the other. There are several comic strips that are suitable and can be used for this activity as well.
3. Give one set of pictures in an envelope to each student. Ask students to put the story pictures together in the proper sequence.
4. Have students "read" the story they put together to each other.
5. Check to see if the student has created a logical story line. Ask students to share the stories they have put together.
6. Confirm the importance of sequencing and organization. Reinforce sequencing words like "first," "second," "next," "then," and "finally."
7. Finally, students can paste their stories on another sheet of paper after they have been checked for continuity.

## Paragon Plus: Biographies

**Objective:** Students select a person to write about and to develop a set of questions to ask a "hero."

1. Read or continue to read a biography of your choice to the class, and/or show an African-American hero video.
2. Review the main points students have learned about writing biographies:
  - a) knowing that a biography is a factual account about someone's life; b) identifying that biographies have common features, such as childhood, education, and overcoming obstacles; c) realizing the importance of organization and sequencing.
3. Remind students that they learned in the very first lesson about biographies, and also about whom they are written (an exceptional person who has contributed something important). Ask:
  - Can a biography be written about someone who may not be famous, but who is exceptional (or a "hero") to you?
4. Pose the following question to students:
  - If you could write a biography about any person in your life who would it be?

From student responses, generate a list on chart paper about the relationship of that person to the student. For example, mother, brother, aunt, uncle, grandparent, etc. Expand the list to include other people in the community that would be accessible to students, such as teachers, neighbors, grocery clerks, postal workers, officers, librarians, etc.

5. Tell students that each of them is going to write a biography of someone he or she considers to be a special person—a hero in the student's own life.
6. Show the transparency of the "My Hero" worksheet. Model the biography activity for the students. Select one person from the student

## *Paragon Plus: Biographies*

list and write that name on the transparency. Ask students to pick one word that they feel best describes this person. For example: loving, caring, brave, strong, funny, happy, etc. (You can also create a word bank list on chart paper.) Explain that students will write special characteristics and information about the person in the box, and then illustrate (show) them doing this.

7. The Black Line Master: *Who I am Writing About* can be used as an interviewing tool by some students. Students who are writing can complete their interview at home. Younger students may complete the project as an in-class activity.
8. Confirm that it is important to select someone in whom the student is genuinely interested. You may want to lead a brief discussion about why this is important.
9. Distribute the student copy of the Black Line Master: *My Hero*. The Black Line Master asks each student to select his or her subject and to illustrate the admirable qualities of the hero, along with specific incidents in the hero's life. Some younger students will need help with the written phase of this activity either at school or at home.

OPTION: Older students can help younger students with the written sections of the biography.

10. Give students time in class and at home to complete the illustrated biography. Students may use more than one page for their biographies.
11. Students share their completed biographies with the class.

OPTION: Students invite their special person to visit the school and celebrate the completed biographies. This can be at grade level or school-wide. The finished biographies can be kept as a classroom book or returned to the students. A copy of the biography can be given to the subject by the author.

## Paragon Plus: Biographies

**Objective:** Students learn about more heroes from local African-American luminaries.

1. Ask students to suggest names of African Americans who are **Community Helpers**: firefighters, police officers, city government workers, and health-care professionals. Also ask them to think of **Information Givers**: radio, TV, and newspaper reporters; teachers; and librarians. Create a people bank of "African-American Community Heroes."
2. For this activity, invite several **Community Heroes** to your class to speak about their own childhoods—their personal heroes and the impact these heroes had on their lives and careers.

**NOTE:** The visits can be a one-day event or spread over several days.

3. Next, brainstorm with students to create a list of topics or questions the class would like to have their **Community Heroes** talk about.
4. Invite the **Community Heroes** to visit the classroom. Along with the invitation, provide a list of topics or questions for the speakers. Suggest a time frame as well—a two to five minute talk.
5. Set aside at least one class period to have the **Community Heroes** visit the class.

**OPTION:** Take photographs of the visitors to place on a classroom mural. The background for the mural can be the "doodle notes collage" made by the students.

## *Paragon Plus: Biographies*

### **Stage 3: Creating an Assessment Activity**

**Objective:** Students use their "doodle notes" to create a collage of admirable qualities of the African-American heroes they have learned about during this unit.

1. Read or continue to read a biography of your choice to the class, and/or show an African-American hero video. Encourage students to create their last set of "doodle notes."
2. Next, give students their past "doodle notes." Encourage students to review the stories they have heard and seen, using the "doodle notes" to help them remember.
3. Through discussion, guide students to see that they can use their notes to help them remember the stories they have heard.
4. Students cut out the various symbols for bravery, courage, etc., from their notes to create a "hero collage." Encourage students to create labels for their symbols as well.

**OPTION:** The final collage can be the background for photographs or student work from this project.

## *Paragon Plus: Biographies*

**Extension:** Students explore other sources such as the Internet for biographical information about exceptional African-Americans.

1. Distribute the Black Line Master: **African-American History Month Web Sites**. Allow students ample time to visit a number of sites.
2. Allow students to go to the library and explore books, magazines, and videos.
3. **OPTION:** It is useful for students to write down the URL addresses, book titles, etc., so they can locate them with ease when they start taking notes.
4. Once students have generated a list of three people, tell them it is time to pick who they will learn more about. Review what is important when selecting a subject:
  - A genuine interest in the person
  - A person they feel has made a contribution to society
  - Availability of resources.
5. Ask students to select their subjects. Have them write several sentences or create one illustration about the person and why they have chosen to learn more about him or her. Ask them to turn in their work.

## Paragon Plus: Biographies

### Resources for African-American History Month

Classroom Library

1 copy each class

*One Hundred and One African-American Read-Aloud Stories*, ed. Susan Kantor.

*How Sweet The Sound: African-American Songs for Children* (song and book)

Multi-Media Center-

1 copy each title

*Alvin Ailey*, by Andrea Davis Pinkney

*Maya Angelou Journey of the Heart*, by Jayne Pettit

*Maya Angelou*, by Valerie Spain

*Mary McLeod Bethune Champion for Education*, by Carol Greene

*George Washington Carver Scientist and Teacher*, by Carol Greene

*A Picture Book of Frederick Douglass*, by David A. Adler

*Frederick Douglass: Portrait of a Freedom Fighter*, by Sheila Keenan

*The Story of Stagecoach Mary Fields*, by Robert H. Miller

*Coming Home from the life of Langston Hughes*, by Floyd Cooper

*Martin Luther King, Jr. Free at Last*, by David A. Adler

*Martin Luther King*, by Rosemary L. Bray

*Let Freedom Ring A Ballad of Martin Luther King, Jr.*, by Myra Cohn Livingston

*The Day Martin-Luther King, Jr., Was Shot*, by Jim Haskins

*Young Martin Luther King, Jr. "I Have a Dream,"* by Joanne Mattern

*What is Martin Luther King, Jr., Day?*, by Margot Parker

## *Paragon Plus: Biographies*

*Martin Luther King, Jr. and His Birthday*, by Jacqueline Woodson

*Wynton Marsalis Gifted Trumpet Player*, by Craig Awmiller

*Thurgood Marshall First African-American Supreme Court Justice*, by Carol Greene

*Thurgood Marshall and the Supreme Court*, by Deborah Kent

*Hakeem Olajuwon Superstar Center*, by Bill Gutman

*Shaquille O'Neal Shaq Attack*, by Ted Cox

*Shaquille O'Neal*, by Stephanie St. Pierre

*Shaquille O'Neal Center of Attention*, by Brad Townsend

*I Am Rosa Parks*, by Rosa Parks with Jim Haskins

*Colin Powell A Biography*, by Jim Haskins

*Jackie Robinson Breaks the Color Line*, by Andrew Santella

*Running Girl The Diary of Ebonee Rose*, by Sharon Bell Mathis

*Wilma Unlimited How Wilma Rudolph Became the World's Fastest Woman*, by Kathleen Krull

*Walking the Road to Freedom A Story about Sojourner Truth*, by Jeri Ferris

*A Picture Book of Harriet Tubman*, by David A. Adler

*Harriet And The Promised Land*, by Jacob Lawrence

*The Story Of Harriet Tubman, Conductor of the Underground Railroad*, by Kate McMullan

### General References (biographical)

*African Americans Their Impact on U.S. History*, by Doris Hunter Metcalf

*Book of Black Heroes From A to Z Volume Two: Great Women In The Struggle*, by Tayomi Ignus, Wade Hudson and Valerie Wilson

*Veronica Freeman Ellis*, by Diane Patrick and Valerie Wilson Wesley

African-American History Month • Grades 3 - 4

## *Paragon Plus: Biographies*

*Great African Americans In Business*, by Pat Rediger  
*Great African Americans In Entertainment*, by Pat Rediger  
*Great African Americans In Government*, by Karen Dudley  
*Great African Americans In History*, by Carlotta Hacker  
*Great African Americans In Literature*, by Pat Rediger  
*Take a Walk in Their Shoes*, by Glennette Tilley Turner

### Picture Books

*Red Dancing Shoes*, by Denise Lewis Patrick  
*Why Mosquitoes Buzz in People's Ears*, by Verna Aardema  
*Zora Hurston and the Chinaberry Tree*, by William Miller

## Paragon Plus: Biographies

### Bibliography for African-American History Month

#### Writers

- Alice Walker*, by Tony Gentry. (*Black Americans of Achievement Series*).
- Alex Haley*, by David Shirley. (*Black Americans of Achievement Series*).
- Book of Black Heroes: Great Women in the Struggle*, ed. By Tayomi Ignus.
- Dust Tracks on a Road: An Autobiography*, by Zora Neale Hurston.
- Female Writers*, by Richard Rennert. (*Profiles of Great Black Americans Series*).
- Great African Americans in Literature*, by Pat Rediger.
- Great Black Writers*, by Steve Otfinoski.
- I love myself when I am laughing...and then again when I am looking mean and impressive: A Zora Neale Hurston Reader*, ed. by Alice Walker.
- Male Writers*, by Richard Rennert. (*Profiles of Great Black Americans Series*).
- Ralph Ellison: Author*, by Jack Bishop. (*Black Americans of Achievement Series*).
- Toni Morrison*, by Douglas Century. (*Black Americans of Achievement Series*).
- Zora Neale Hurston*, by Lillie P. Howard.
- Zora Neale Hurston: A Storyteller's Life*, by Janelle Yates.
- Zora Neale Hurston and the Chinaberry Tree*, by William Miller.

#### Poets

- Coming Home: From the Life of Langston Hughes*, by Floyd Cooper.
- Langston Hughes*, by Jack Rummel. (*Black Americans of Achievement Series*).
- Langston Hughes: Great American Poet*, by Patricia and Frederic McKissack.
- Maya Angelou: Greeting the Morning*, by Sarah E. King.
- Maya Angelou*, by Miles Shapiro.
- Meet Maya Angelou*, by Valerie Spain.
- Paul Laurence Dunbar: A Poet to Remember*, by Tony Gentry.
- Phyllis Wheatley: Poet*, by Victoria Sherrow. (*Junior Black Americans of Achievement Series*).

## Paragon Plus: Biographies

*Story of Phyllis Wheatley: A Poetess of the American Revolution*, by Shirley Graham.

### Musicians

*Alvin Ailey*, by R. Fleming.

*Aretha Franklin: Motown Superstar*, by Silvia Anne Sheaffer.

*Duke Ellington*, Mike Venezia. (Children's Press: Getting to Know the World's Greatest Composers series, 1996, ages 4 - 8).

*Duke Ellington: Giant of Jazz* Enslow, Wendie C. Old. (African-American Biographies, 1996, ages 9 - 12).

*Ella Fitzgerald*, by Bud Kliment.

*Great African Americans in Music*, Pat Rediger (ages 9 - 16).

*If I Only Had a Horn: Young Louis Armstrong*, Roxanne Orgill. (Houghton Mifflin, 1997, young readers).

*Jazz Stars* (Profiles of Great Black Americans series), Richard Rennert.

*Louis Armstrong: Young Music Maker*, Dharathula Millender. (Aladdin Paperbacks: Childhood of Famous Americans).

*Mahalia Jackson: Born to Sing Gospel Music*, Evelyn Witter. (Mott Media: Sower series, 1985, ages 9 - 12).

*Mahalia Jackson: Young Gospel Singer*, Montrew Dunham. (Aladdin paperbacks: Childhood of Famous Americans series).

*Marian Anderson: A Great Singer*, Patricia and Fredrick McKissack. (Enslow Publications: Great African Americans, ages 4-8).

*Raggin': A Story About Scott Joplin*. Barbara Mitchell. (First Ave. Editions: Carolrhoda Creative Minds Book, 1992, ages 9 - 12).

*Revelations: The Autobiography of Alvin Ailey*, by Alvin Ailey.

*Scott Joplin*, Katherine Preston. (Black Americans of Achievement series, ages 9 - 12).

*What I Had Was Singing: The Story of Marian Anderson*. Jeri Ferris. (Minneapolis: Carolrhoda Books, 1994, ages 9-12).

### Scientists

*Black Contributors to Science and Energy Technology*. U.S. Department of Energy (Washington, DC: Office of Public Affairs), 1979.

*Black Pioneers of Science and Invention*, Louis Haber. (New York, NY:

## Paragon Plus: Biographies

Harcourt, Brace & World), 1970.

*Extraordinary Black Americans from Colonial to Contemporary Times*, by Susan Altman. (Children's Press, Chicago 1989).

### Artists

*Faith Ringgold*, by Robyn Turner.

*Henry Ossawa Tanner: American Artist*, by Marcia Mathews.

*Master of Mahogany: Tom Day, Free Black Cabinetmaker*, by Tom Day and Mary E. Lyons.

*Romare Bearden*, by Lowery Stokes Sims.

*Starting Home: The Story of Horace Pippin, Painter*, by Mary E. Lyons.

*Talking to Faith Ringgold*, by Faith Ringgold, Linda Freeman and Nancy Roucher.

### Entertainers

*Bill Cosby, America's Most Famous Father*, by James Haskins.

*Bill Cosby—Making America Laugh and Learn*, by Harold Woods.

*Paul Robeson*, by Scott Ehrlich.

*The Oprah Winfrey Story: Speaking Her Mind: an Authorized Biography*, by Geraldine Woods.

*The Picture Life of Bill Cosby*, by Barbara Adams.

### Sports

*African-American Sports Greats*, by David L Porter.

*Althea Gibson: So Much to Live for*, by Richard Curtis.

*Arthur Ashe and His Match with History*, by Robert M. Quackenbush.

*Jackie Robinson: He Was First*, by David A. Adler.

*Michael Jordan*, by Phil Berger.

*The Story of Basketball*, by John Devaney.

*Wilma Rudolph: Olympic Champion*, by Victoria Sherrow.

### General Reference

*African-American Biographies*, Walter L. Hawkins. (Jefferson, NC:

## Paragon Plus: Biographies

McFarland), 1992.

*African Americans: Their Impact on U.S. History*, by Doris Hunter Metcalf.

*African Americans Who Were First*, by Joan Potter and Constance Clayton.

*Afro-Bets Book of Black Heroes*, by Wade Hudson and Valerie Wilson

Wesley.

*Book of Black Heroes: Great Women in the Struggle*, ed. By Tayomi Ignus.

*Female Writers*, by Richard Rennert. (*Profiles of Great Black Americans Series*).

*Great Black Writers*, by Steve Otfinoski.

*Great African Americans in Literature*, by Pat Rediger.

*Great Negroes Past and Present*, by Russell L Adams. Afro-American Publishing Co.

*Herstory: Women Who Changed the World*, ed. by Ruth Ashby and Deborah Gore Ohrn.

*Lives of the Writers: Comedies, Tragedies and What the Neighbors Thought*, by Kathleen Krull.

*Male Writers*, by Richard Rennert. (*Profiles of Great Black Americans Series*).

*Notable African-American Women*. (Cambridge, MA: Belknap Press of Harvard University Press), 1980.

*Prime Movers: The Makers of Modern Dance in America*, by J. H. Mazo.

Video Library of African American Heroes

Black Americans of Achievement, Video Collection

## Biographies

### Biographies

#### Excerpt 1: Yvonne Braithwaite Burke

Yvonne was an only child. Her father was a janitor at the MGM movie studios, and her mother was a real estate agent.

Growing up in a low-income housing area on the east side of Los Angeles, California, was not easy. Her parents tried to give Yvonne as many privileges as they could. They worked hard to save money so she could take lessons in dancing, piano, violin, and speech.

From *Great African Americans in Government*, by Karen Dudley. New York: Crabtree Publishing Company, 1997, page 11.

#### Excerpt 2: William E.B. Du Bois

After graduating from Fisk, William went to Harvard University. He paid for his courses with scholarships and grants. He hoped to complete his education with two years in Europe, but the university would not give a grant for a black student to study abroad. William wrote an angry letter to the president of the university. To his surprise, the president gave in, and William was awarded a grant of \$750. He spent two years at the University of Berlin. After his return in 1894, he completed his thesis and became the first African American to get a Ph.D. from Harvard.

From *Great African Americans in History*, by Carlotta Hacker. New York: Crabtree Publishing Company, 1997, page 23.

#### Excerpt 3: L. Douglas Wilder

By far the biggest obstacle Douglas had to overcome was racism. He first became aware of discrimination against blacks when his mother took him on a city bus when he was four or five years old. At that time, blacks were allowed to sit only in the back of buses. When Douglas grew older and started working in whites-only clubs and hotels, racism was even more obvious. Many of the white patrons made racist jokes as Douglas served

## Biographies

them. He often became very upset at their comments and found it hard to ignore his anger.

From *Great African Americans in Government*, by Karen Dudley. New York: Crabtree Publishing Company, 1997, page 44.

### Excerpt 4: Daniel Hale Williams

When the National Medical Association was formed in 1895, Daniel was offered the position of president. He declined, but he agreed to serve as vice-president. It was fitting that Daniel should be an officer of this national organization. Among his many activities, he had visited 20 states, helping to set up more than 40 hospitals for African-American patients.

Daniel was also honored when the American College of Surgeons was formed in 1913. The college was limited to a hundred members, and Daniel was invited to be one of them. He was the only African American in the group.

From *Great African Americans in History*, by Carlotta Hacker. New York: Crabtree Publishing Company, 1997, page 45.

# Biographies

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Who I Am Writing About

**Directions:** Most people have a lot of special people in their lives. However, there is usually one who stands out from all the rest. She or he may be a parent, friend, neighbor, brother, sister, grandparent, or anyone else who is a "hero" in your life.

1. Who are you going to write about?
2. Why is s/he special to you?
3. Select at least five questions you want to ask this person. You may write more on the back of this paper if you wish.

## Questions:

1. When and where were you born?
2. Who are the people in your family?
3. What is your best memory from childhood?
4. What is your best memory from your school days?



# Biographies

My Hero


<b>UNIT 1</b> <b>40,000 BC - 500 BC The Ancient World</b>		
<b>GRADE LEVEL AND OVERARCHING THEMES</b>	<b>PARAGON CURRICULUM</b>	<b>PARAGON NIGHT PRESENTATION</b>
		<p>At the end of Unit 1 Paragon Night provides an opportunity for parents to meet teachers, to tour the school, and provides a chance for students to show off their classrooms.</p> <p>The CIF begins the evening by playing an archeologist taking the parents on a tour back through the time periods of the Paragon Curriculum.</p>
<b>Grade K</b> Myself and my world; family; basic needs; globalism; geography	<i>Who am I?</i> <b>Egypt</b>	Artwork and classroom work displayed.
<b>GRADE 1</b> Basic needs; jobs; community; making dreams come true	<i>How do I get what I need in a world without stores?</i> <b>Hunter Gatherers</b>	Artwork and classroom work displayed.
<b>GRADE 2</b> Environment; natural resources; community; basic needs; culture	<i>Why did people start to farm?</i> <b>Mesopotamia</b>	Students perform a Sumerian harvest celebration dance. Artwork and classroom work displayed.
<b>GRADE 3</b> Culture; art; stories; exploration, learning about the past	<i>How does culture flow from rivers?</i> <b>India</b>	Artwork and classroom work displayed.
<b>GRADE 4</b> Civilization; spread of people and ideas; belief, technology	<i>How do we recognize a civilization?</i> <b>Egypt</b>	Artwork and classroom work displayed.
<b>GRADE 5</b> Civilization; government; philosophy; religion; belief; technology	<i>How do archeologists piece together a civilization?</i> <b>Egypt</b>	Artwork and classroom work displayed.

UNIT 2 500 BC - 500 AD The Classical World		
	PARAGON CURRICULUM	PARAGON NIGHT PRESENTATION
		At the end of Unit 2 Paragon Night shows off for the parents the different ways in which students learn and succeed. The theme of the evening is "Learning Through the Multiple Intelligences." The CIF will present a short presentation on the Multiple Intelligences before the performances and classroom tours.
GRADE K	<i>Who are the people I'm connected to?</i> Rome	Artwork and classroom work displayed.
GRADE 1	<i>What is a community?</i> Greece	Students perform scenes from King Midas legend. Artwork and classroom work displayed.
GRADE 2	<i>How did people farm in a jungle environment?</i> Meso-America - Maya	Artwork and classroom work displayed.
GRADE 3	<i>How do cultures share goods and ideas?</i> China	Artwork and classroom work displayed.
GRADE 4	<i>Can a civilization live on?</i> Greece	Students perform a Reader's Theater version of Aristophanes' comedy <i>The Birds</i> . Artwork and classroom work displayed.
GRADE 5	<i>How is a large empire built and maintained?</i> Rome	Artwork and classroom work displayed. Students perform speeches from JULIUS CAESAR.

## UNIT 3

500 AD - 1459 AD The Middle Ages

	PARAGON CURRICULUM	PARAGON NIGHT PRESENTATION
		This Paragon Night, coming as it does just before winter vacation, is a celebration of the holidays. Each school will create their own unique presentation.
GRADE K	How do I keep safe and warm? Africa	Artwork and classroom work displayed. Holiday Guide Performance
GRADE 1	How do the jobs we do shape the lives we live? Europe - Medieval	Artwork and classroom work displayed. Holiday Guide Performance
GRADE 2	How are communities shaped by their environment? North America - Indians	Artwork and classroom work displayed. Holiday Guide Performance
GRADE 3	How do cultures interact and stay unique? The Mediterranean - from the Middle East through North Africa to Spain and Portugal.	Artwork and classroom work displayed. Holiday Guide Performance
GRADE 4	How can we tell what a civilization values? Europe - Medieval	Artwork and classroom work displayed. Holiday Guide Performance
GRADE 5	What happens after an Empire falls? Europe - The Vikings	Artwork and classroom work displayed. Holiday Guide Performance

## UNIT 4

1450 - 1600 Renaissance &amp; the New World

	PARAGON CURRICULUM	PARAGON NIGHT PRESENTATION
		This Paragon night features the performance of a Shakespeare play by the 5 <sup>th</sup> Grade. NOTE: Due to state testing schedules, this performance may be scheduled in between Paragon nights for Units 4 and 5.
GRADE K	How do we clothe ourselves? Europe - Renaissance	Perform a Renaissance dance. Artwork and classroom work displayed.
GRADE 1	How do people make their dreams come true? Europe - Renaissance	Artwork and classroom work displayed.
GRADE 2	How do communities connect with each other? South America - The Inca	Students perform an Incan dance. Artwork and classroom work displayed.
GRADE 3	How do explorers connect cultures? Old World and New World.	Students sing about exploration.
GRADE 4	What can we learn about a civilization from its great thinkers? Italy	Artwork and classroom work displayed.
GRADE 5	What happens when people change their religion? Northern Europe - The Reformation	Artwork and classroom work displayed.

## UNIT 5

1602 - 1752 Kingdoms &amp; Colonies

	PARAGON CURRICULUM	PARAGON NIGHT PRESENTATION The theme for Unit 5 is "Connections." This is especially appropriate as students are studying a time period when Europe and the Americas were connecting. One of the hallmarks of the Paragon Curriculum is integration and connections across the curriculum. The CIFs will give brief presentations on connections across the curriculum along with overviews of the math, science, and language arts curricula.
GRADE K	How do people celebrate life? India	Artwork and classroom work displayed.
GRADE 1	How do people set up a community in a new land? Europe/America	Artwork and classroom work displayed.
GRADE 2	What is an island community like? Shogun Japan	Artwork and classroom work displayed.
GRADE 3	What can cultures learn from each other? America/Native Americans	Artwork and classroom work displayed.
GRADE 4	How are colonies established? Americas	Students will recreate a New England Colonial town, role-playing the various individuals one might meet in such a town.
GRADE 5	How can ideas change the world? Europe	Artwork and classroom work displayed.

UNIT 6 1753 - 1825 Revolution & Independence		
	PARAGON CURRICULUM	PARAGON NIGHT PRESENTATION This is a night for celebrating local resources. Each school will bring in community leaders, performing groups, and individuals who have helped the school during the year.
GRADE K	Why do people make art? South East Asia	Artwork and classroom work displayed.
GRADE 1	How do dreamers lead the way? Early America	Students sing songs of the pioneers.
GRADE 2	What is a coastal community like? America - Northwest Coast Indians	Artwork and classroom work displayed.
GRADE 3	How can people shape culture? The United States	Students perform selections from their immigrant diaries.
GRADE 4	How is a nation born? The United States	Artwork and classroom work displayed.
GRADE 5	What beliefs are worth fighting for? France	Artwork and classroom work displayed.

Unit 7 1826 - 1913 The World in Motion		
	PARAGON CURRICULUM	PARAGON NIGHT PRESENTATION This night is reserved for each school to create their own presentation.
GRADE K	How do people "live off the land?" Australia.	Artwork and classroom work displayed.
GRADE 1	Why are people drawn to cities? The United States	Students perform one or two songs learned during the unit.
GRADE 2	How do people live in an icy land? The Arctic	Students create an arctic ceremony that will be staged and performed.
GRADE 3	How does culture change with new discoveries? The United States	Artwork and classroom work displayed.
GRADE 4	How do people use ideas to justify action? The United States	Artwork and classroom work displayed.
GRADE 5	How can technology change life? England/America	Artwork and classroom work displayed.

Unit 3 1914 - 2000 The 20 <sup>th</sup> Century		
	PARAGON CURRICULUM	PARAGON NIGHT PRESENTATION This is a special night of celebration. The CIF will lead the parents back through the Paragon units until we reach the present. Then, as a bridge to the future, there will be a ceremony marking the graduation of students from one grade to another. Finally there will be a chance for students to show off their end of the year work and say good-bye to their teachers for the summer
GRADE K	How do we live today? The United States	Graduation. Multi-media museum.
GRADE 1	What dreams came true in the 20 <sup>th</sup> Century? The United States	Graduation. Multi-media museum.
GRADE 2	How do we live in the United States? The United States	Graduation. Multi-media museum.
GRADE 3	How has culture changed in America during the last century? The United States	Graduation. Multi-media museum.
GRADE 4	What ideas will people struggle for? The United States	Graduation. Multi-media museum.
GRADE 5	What is the role of money in a civilization? The United States	Graduation. Multi-media museum.

PARAGON CURRICULUM AND NATIONAL TECHNOLOGY STANDARDS

		National ISTE Standards (see definitions at the end of the table)					
Grade Level	□    Software	1. Basic Operations and Concepts	2. Social, ethical and human issues	3. Technology Productivity tools	4. Technology communications tools	5. Technology research tools	6. Technology problem-solving and decision-making tools
Sample Paragon Lesson Theme							
<p><b>Grade:</b> K</p> <p><b>Paragon Theme:</b> What makes me human?</p> <p><b>Unit 1, Investigation 1, Lesson 2: What makes us human?</b></p>	<p><i>My First Incredible, Amazing Dictionary</i></p> <p><i>Imagination Express: Destination Rainforest</i></p> <p><i>Internet: Web sites of Animals</i></p> <p><i>Graph Club</i></p>	<p>Students navigate through images, video clips and sounds in the Dictionary, and bookmarked Web sites of animals.</p> <p><b>Skills:</b> Keyboard Mouse Early eyclopedia research</p>	<p>Students can answer questions about humans and other animals, and their differences.</p> <p><b>Skills:</b> Students work cooperatively at the computer, taking turns.</p>	<p>Students create their own stories in Kid Pix with drawings, photos of themselves and photos, drawings or stamps of animals.</p> <p><b>Skills:</b> Early multimedia development</p>	<p>Students can present their KidPix projects with peers, families and other classes. Students represent comparative data with graphs created in Graph Club and explain.</p> <p><b>Skills:</b> Speaking about their technology product. Early use of Web sites.</p>	<p>Web sites and CD-ROM encyclopedia as well as books can provide more in depth information on species, as their interest grows.</p> <p><b>Skills:</b> Directed research.</p>	<p>Students analyze difference between humans and other animals and decide how to communicate these differences with images.</p> <p><b>Skills:</b> Gathering information Placing it for communication of ideas.</p>

		National ISTE Standards (see definitions at the end of the table)					
Grade Level	□ □ Software	1. Basic Operations and Concepts	2. Social, ethical and human issues	3. Technology Productivity tools	4. Technology communications tools	5. Technology research tools	6. Technology problem-solving and decision-making tools
Sample Paragon Lesson Theme							
<p><b>Grade: 1</b></p> <p><b>Paragon Unit 3, Investigation 3:</b></p> <p><i>How did nobles live during the Middle Ages?</i></p> <p><b>Lesson 1:</b></p> <p><i>Who lived in the castle?</i></p>	<p><i>Imagination Express: Destination Castles</i></p> <p><i>My First Amazing History Explorer</i></p> <p><i>Internet: Web sites on Castles</i></p> <p><i>Timeliner</i></p>	<p>Students explore <i>Amazing History</i> for directed exploration of the Middle Ages.</p> <p><b>Skills:</b> explore interactive CD for directed and independent learning activities.</p>	<p>Students work together to write stories about life in castles, on and off the computer.</p> <p><b>Skills:</b> Students work cooperatively at the computer, taking turns.</p>	<p>Students write stories in <i>Imagination Express: Castles</i> and create a timeline.</p> <p><b>Skills:</b> Word processing, drawing tools, placing pictures in stories. Produce a timeline.</p>	<p>Students present their stories to the class and to family members. Write to e-pals about Medieval times. Share drawings and stories about castles with e-pals.</p> <p><b>Skills:</b> Presenting and share ideas with e-mail.</p>	<p>Web sites and CD-ROMs as well as books provide more in depth information on castles.</p> <p><b>Skills:</b> Search engines are used for simple research.</p>	<p>Students analyze the connection between living in castles and how they live now. They make decisions on how to express these ideas in their stories.</p> <p><b>Skills:</b> Formulate and communicate ideas with an electronic story tool.</p>

		National ISTE Standards (see definitions at the end of the table)					
Grade Level	□ □ Software	1. Basic Operations and Concepts	2. Social, ethical and human issues	3. Technology Productivity tools	4. Technology communications tools	5. Technology research tools	6. Technology problem-solving and decision-making tools
Sample Paragon Lesson Theme							
<b>Grade: 2</b>  <b>Paragon Unit 2, Investigation 1:</b>  <b>What makes me human?</b>  <b>Lesson 2:</b>  <b>Why is fresh water so important to me?</b>	  <i>My Amazing Human Body</i>  <i>Magic School Bus Explores the Human Body</i>  <i>Internet: Web sites on Water</i>  <i>PowerPoint</i>	<p>Students explore these interactive programs and bookmarked Web sites on the human body.</p> <p><b>Skills:</b> Interactive multimedia exploration. Create a slideshow: insert pictures, create text boxes, add slides and transitions.</p>	<p>Awareness of the human body and its need for water is explored using multimedia and the Internet, as a whole class and in groups.</p> <p><b>Skills:</b> Students work cooperatively at the computer, taking turns, to create slideshows.</p>	<p>Students keep an electronic journal with pictures they've saved or drawn, to put into slideshow.</p> <p><b>Skills:</b> Word processing, graphics and presentation tools.</p>	<p>Students can present their projects to peers, families and other classes. Many classrooms of the world are studying the importance of water in human society.</p> <p><b>Skills:</b> Sharing ideas about themselves and what the human body needs. E-mail. Presentation tool</p>	<p>Web sites and CD-ROMs as well as books can provide more in depth information on water and the human body.</p> <p><b>Skills:</b> Directed research.</p>	<p>Students analyze the connection between water and humans and decide how to express this in their slideshow.</p> <p><b>Skills:</b> Gathering information Placing it for communication of ideas.</p>

National ISTE Standards (see definitions at the end of the table)							
Grade Level	Software	1. Basic Operations and Concepts	2. Social, ethical and human issues	3. Technology Productivity tools	4. Technology communications tools	5. Technology research tools	6. Technology problem-solving and decision-making tools
Grade: 3  Paragon Unit 2  <i>How do we uncover ancient cultures?</i>  Investigation 3, Lesson 3:  <i>What were ancient Chinese homes like?</i>	Neighborhood Map Machine  Imagination Express: Destination Neighborhood  Print Shop PressWriter  Internet – scavenger hunt  (Preview Fun with Architecture)	Students learn about China and its homes in World Explorer. They begin to draw their own invented homes and neighborhoods.  <b>Skills:</b> Use multimedia in a more complex, student-directed way with Map Machine and story writing.	Students learn about culture together and compare it to their modern lives, homes and neighborhoods through the use of multimedia.  <b>Skills:</b> Learn about Internet ethics and need to verify Internet information.	Students create signs, posters or other announcements about the towns or homes they've designed.  <b>Skills:</b> Page layout tools.	Students present their projects to peers, families and other classes. They write to e-pals about water in their countries. Students design mysteries for each other that require navigation of the Neighborhood Map Machine.  <b>Skills:</b> Presenting ideas. E-mail.	Students complete scavenger hunts on the Internet to learn more about homes in Ancient China and now. Hunts can be teacher created or found on the Internet.  <b>Skills:</b> Directed research.	Neighborhood Map Machine utilizes complex problem solving skills. Designing posters requires higher order decision making.  <b>Skills:</b> Marketing of ideas through page layout.

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National ISTE Standards (see definitions at the end of the table)							
Grade Level	□ □ Software	1. Basic Operations and Concepts	2. Social, ethical and human issues	3. Technology Productivity tools	4. Technology communications tools	5. Technology research tools	6. Technology problem-solving and decision-making tools
Sample Paragon Lesson Theme							
<p><b>Grade: 4</b></p> <p><b>Paragon Unit 1</b></p> <p><b>Investigation 3:</b></p> <p><b>What can the architecture of Ancient Egypt teach us about Egyptian beliefs?</b></p>	<p><i>My First Amazing World Explorer</i></p> <p><i>Exploring Ancient Cities (see Egypt)</i></p> <p><i>Imagination Express: Destination Pyramids</i></p> <p><i>Web sites on Egypt</i></p>	<p>Students travel to ancient times with interactive multimedia, gathering information for electronic reports.</p> <p><b>Skills:</b> More complex navigation through interactive multimedia.</p>	<p>Students write individual as well as group reports in Destination: Pyramids. They learn about the ancient culture with this informative as well as creative program.</p> <p><b>Skills:</b> Students work cooperatively at the computer, taking turns.</p>	<p>Students keep journals and scan drawings to add to their reports. Students print and display their reports on the walls along with other drawings and projects.</p> <p><b>Skills:</b> Advanced Word processing scanning, keyboarding.</p>	<p>Students present their stories to peers, families and other classes. Groups plan performances from stories. This is an ideal subject for e-pals since many students around the world study ancient Egypt.</p> <p><b>Skills:</b> Share ideas with global classrooms by e-mail. Invite a museum curate to speak to the class. Watch Discovery or other public TV.</p>	<p>Web sites and CD-ROMs as well as books can provide more in depth information on Egypt.</p> <p><b>Skills:</b> Use of Internet search engines. Use of content software for research.</p>	<p>The analysis of archaeological evidence of a past civilization involves higher level thinking. Planning a report, gathering information and deciding how to present it is decision making.</p> <p><b>Skills:</b> Gathering information. Placing it for communication of ideas.</p>

National ISTE Standards (see definitions at the end of the table)							
Grade Level	□ □ Software	1. Basic Operations and Concepts	2. Social, ethical and human issues	3. Technology Productivity tools	4. Technology communications tools	5. Technology research tools	6. Technology problem-solving and decision-making tools
Sample Paragon Lesson Theme							
<p><b>Grade: 5</b></p> <p><b>Paragon Unit 1</b></p> <p><i>How is a large empire built and maintained?</i></p> <p><b>Investigation 2:</b></p> <p><i>What was life like in the cities and towns of the Roman Empire?</i></p>	<p><i>With Open Eyes</i></p> <p><i>Encarta</i></p> <p><i>Inspiration</i></p> <p><i>Search Engines on the Internet</i></p> <p><i>Hyperstudio</i></p>	<p>Students design their own interactive programs in <i>Hyperstudio</i>.</p> <p><b>Skills:</b> More complex interaction with interactive multimedia to design and control results.</p>	<p>Students collaborate in groups to plan <i>Hyperstudio</i> stacks. Culture is analyzed in this way. Students learn about accuracy and ethics regarding the Internet.</p> <p><b>Skills:</b> Complex decision making as a group.</p>	<p>Students organize the branching of a <i>Hyperstudio</i> stack in <i>Inspiration</i>. Students save images and insert them into stacks from <i>With Open Eyes</i>, <i>Encarta</i> and the Internet.</p> <p><b>Skills:</b> Programming of interactive multimedia</p>	<p>Students should e-mail Web sites to ask permission to use images in their <i>Hyperstudio</i> stacks. They can also have keypals in the many classrooms of the world studying Ancient Rome.</p> <p><b>Skills:</b> Presenting ideas. E-mail.</p>	<p><i>Encarta</i> and the Internet will provide excellent reference for interactive programs students are designing.</p> <p><b>Skills:</b> Independent research. Organization of research to build a program.</p>	<p>Extensive problem solving and decision making is involved in designing mind maps in <i>Inspiration</i> and stacks in <i>Hyperstudio</i>.</p> <p><b>Skills:</b> Design. Interactive navigation. Mind mapping to organize ideas.</p>

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## ISTE Standards for Student Technology Competencies

1. **Basic Operations and Concepts:** demonstrate sound understanding of the nature and operation of technology systems, and proficient use of technology.
2. **Social, ethical and human issues:** demonstrate understanding of ethical, cultural and societal issues related to technology; practice responsible use and develop positive attitudes toward technology; uses that support lifelong learning, collaboration, personal pursuits and productivity.
3. **Technology productivity tools:** use technology tools to enhance learning, increase productivity, and promote creativity, and to collaborate in constructing technology-enhanced models, publications, and other creative works.
4. **Technology communications tools:** use telecommunications to collaborate, publish and interact with peers, experts and other audiences; use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. **Technology research tools:** use technology to locate, evaluate, and collect information from a variety of sources, to process data and to report the results; and to evaluate and select new information resources and innovations based on the appropriateness for specific tasks.
6. **Technology problem-solving and decision-making tools:** use technology resources for solving problems and making informed decisions; and in the development of strategies for solving problems in the real world.

**Other Paragon themes to be enhanced by technology:**  
*(to be developed after preview of appropriate software)*

Astronomy  
Archaeology  
Farm to Table  
Inventors  
Native American History  
African American history  
More architecture  
Oceans

## ATTACHMENT 17

Attach a description of how the charter school will implement state required tests. Charter schools are required to test student performance at least at the level required of public schools by the State Board of Regents.

OWN Charter School will participate in the required state assessment for the implementation of the grade 4 New York State English and Language Arts, Mathematics, and Science Assessments; and grade 5 New York State Social Studies. Once the school expands to eighth grade, we will participate in the required state assessments for grade 8. As stated above, our curriculum will be aligned to the above assessments. We will achieve systematic improvement in the NY Assessments in grade 4, grade 5 and grade 8. The results of the assessments will be reviewed by teachers and administrative staff to determine the effectiveness of instruction with concurrent suggestions for improvement in methodology or curricular strategy.

OWN standardized assessments:

Grade	NYS Required	OWN Additional
K		Iowa Test of Basic Skills (ITBS) Core Battery, Mathematics and Language Arts tests. (entering and end of year)
1		ITBS
2		ITBS
3		ITBS
4	NYS English & Language Arts NYS Math NYS Science	ITBS
5	NYS Social Studies	ITBS
6		ITBS
7		ITBS
8	NYS English & Language Arts NYS Math NYS Science Social Studies	ITBS

## ATTACHMENT 18

**List which, if any, standardized test(s) would be used by the charter school in addition to the required New York State assessments and explain why such tests were selected.**

To chart yearly improvement and provide a national benchmark, OWN will administer the **Iowa Test of Basic Skills (ITBS)** to all students within 30 days of the beginning of the school year to establish a "base-line measurement" and then again within 30 days of the end of the school year ("end-of-year measurement"). Our goal is that the average performance will increase between the baseline and end-of-year measurements, or that the average percentile rankings for the students on the end-of-year assessment shall have increased from the base-line assessment.

OWN will have no social promotion policy, which means that we use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline date is available. The various assessments include: ITBS; the SuccessMaker computer software program (described in response 12 *Use of Technology*); performance assessments from the Paragon Curriculum; as well as the Statewide Assessment Program. The diagnostic and prescriptive software will enable staff to custom-tailor curricular materials to each student's needs, and to monitor their progress. The program will generate instructional assignments to promote proficiency in areas of weakness.

ITBS is a norm-referenced test using a national sample of students. While norm-referenced tests ascertain the rank of students, criterion-referenced tests determine "...what test takers can do and what they know, not how they compare to others."<sup>xxi</sup> In addition, OWN will perform criterion-referenced tests to see how well students are doing relative to a pre-determined performance level on the educational goals and outcomes as aligned with NY performance standards (detailed in Attachment 15). These tests will be used to evaluate the effectiveness of the school's educational program in helping the students achieve desired outcomes, and in measuring student performance relative to national norms.

In addition to establishing a national benchmark, the ITBS allows us to compare student performance across Mosaica-managed schools, nationally thus providing a unique control when evaluating school performance.

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<sup>xxi</sup> Anastasi, A., 1988. *Psychological Testing*. New York, New York: MacMillan Publishing Company, p. 102

## ATTACHMENT 19

Provide the methods of assessment, besides the state-required tests and any standardized test, that would be used by the charter school and how they would measure student performance and attainment of the school's learning standards.

Our use of technology in the class has the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire classes and the whole school. Thus, our most frequent assessment will be the on-line reports of student performance generated by personalized student learning software (e.g., CCC SuccessMaker).

In addition to the assessments called for by New York State and the ITBS assessments, OWN will carry out its own multiple assessment program characterized by the following:

- Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies—specifically for detailed information about how well a student has performed on each of the educational goals of the curriculum. Unlike norm-referenced tests, the criterion-referenced approach uses an absolute measure by which we can gauge student achievement
- Authentic assessments using portfolios—print and videotape. These portfolios will be linked to the Paragon units studied and as “authentic assessments” will require that students have mastered the specific subject matter with an understanding of the goal of that mastery.

#### Portfolio and Performance-Based Assessment

- Portfolios: The Own Charter School will rely heavily on student portfolios, as described above.
- Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. Each Human Era curricular unit will culminate in a collaborative production. Children can elect to perform a dramatic production such as *MacBeth*, with a group of students on-stage, another group in costumes and set design, yet another in sound effects and lighting. Still another group of students can work together in promotions and marketing, designing a program with web site images and flyers with their own computer-generated designs. The possibilities are endless. Paragon serves as an invitation to teachers and students alike to identify and actualize the possibilities best suited to their unique talents and collaborative efforts.

#### Components of a Student Portfolio

- Artwork — Student artwork should be placed in portfolios. It is good for children to draw a picture of themselves and their family for their portfolio. Have children do this again throughout the year for them to see how their abilities have grown. Artwork from Paragon should also be placed into the portfolio. Have students select what pieces they would like to put inside their portfolio.

- Writing — Writing samples throughout the year should be placed in on a monthly basis. Older students can/should select what pieces they would like to include in their Portfolio. It is good to have different types of writing (ex: poetry, short stories, or research papers). K and 1 teachers may want to keep a running journal for their students. Progression of letter formation and writing with pictures will be a great idea.
- Paragon — The students Paragon journal is another great item to keep in their portfolios. This will show where they have explored throughout the year.
- Goals — Students work on the goals that they have for themselves. It is important for teacher to write his/her own goals for that child as well and conference with him/her. Children usually come up with things that they either want to learn or improve. Teacher does the same thing in regard to child's strengths and weaknesses and sets goals for each child individually.
- Computers/Technology — We will use our CCC program profiles as part of the student portfolio as well as their ITBS scores. The CCC reports are great for helping teachers set goals for their students. Older students may create Digital Portfolios that children actually make themselves by using Power Point.
- Mathematics/Science — Samples of math and science experiments/projects should be included in the student portfolio.
- Reading — For younger students, keeping an audiocassette of their reading is a great thing to add to a portfolio. As are running records and reading inventories. For older children, keeping reading logs and journals are a great way to keep track of what they are reading throughout the year.

Documentary assessments: these assessments involve organizing the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments will be used to individualize curriculum and instruction.

These methods of assessment are connected to students' lives and learning experiences and represent the real-world challenges they will face.

The academic program is designed to facilitate numerous learning strategies. Thus, the methods of student assessment will be varied in order to align with instructional approaches and individual learning activities in a given area. However, equal emphasis will be placed on mastery of "the basics" and on authentic assessment. We will conduct on-going student assessments to collect qualitative and quantitative data to benchmark school performance against national and international standards. More traditional teacher-developed tests will also be used for each unit of the curriculum.

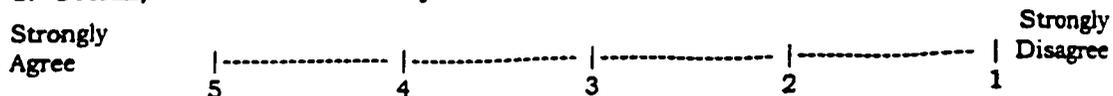
We will also monitor the school using other, more qualitative, assessments. Parent satisfaction will be indicated through many sources of observation, ranging from general contact of school staff with parents to participation in parent-teacher conferences and Paragon Night (included in Attachment 16). We will survey parents at least once a year to determine parent perceptions concerning the performance of the school (survey follows Attachment 19). Low student and staff absenteeism and turnover will provide another indication of a strong school.

**OWN Charter School  
Parent Satisfaction Survey**

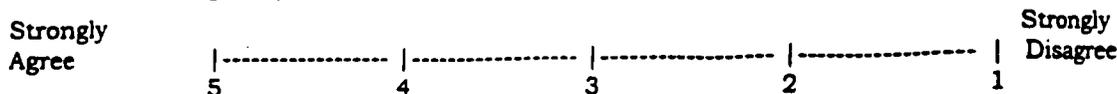
Teacher: << \_\_\_\_\_ >>

Please circle one number (from 5 to 1) for each question with 5 equaling strong agreement and 1 equaling strong disagreement:

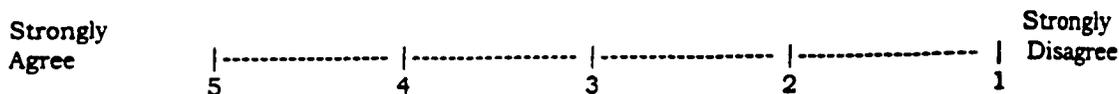
1. Overall, I am satisfied with my child's experience at this school.



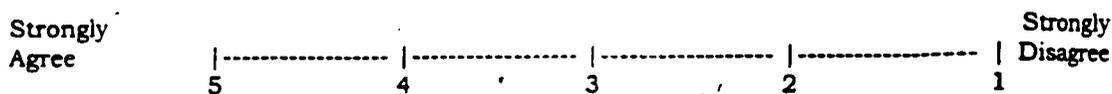
2. The overall quality of the education program is very high.



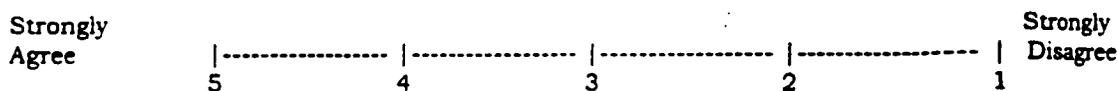
3. I am satisfied with my child's teacher.



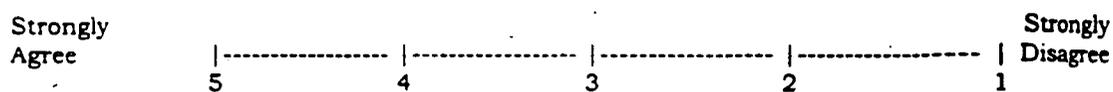
4. I am satisfied with the communication from my child's teacher.



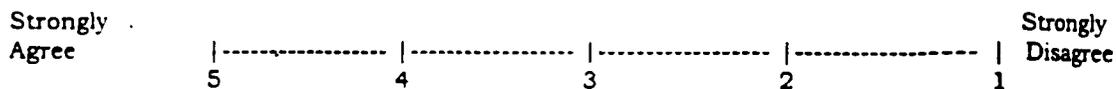
5. I am satisfied with the discipline practices utilized by my child's teacher.



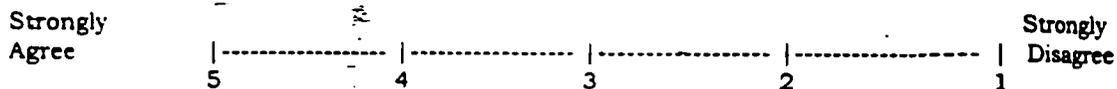
6. I am satisfied with the way my child's teacher has met individual needs of my child.



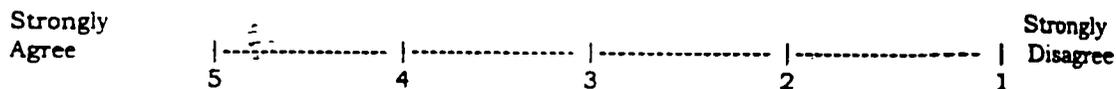
7. I am pleased with the overall performance of the school's Principal/  
Chief Administrative Officer.



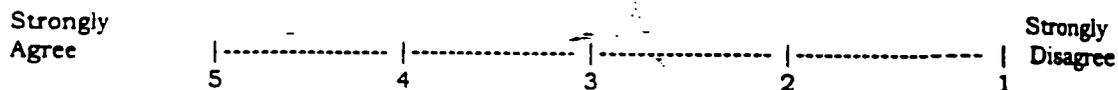
8. I am pleased with the communication from the Principal/Chief Administrative Officer.



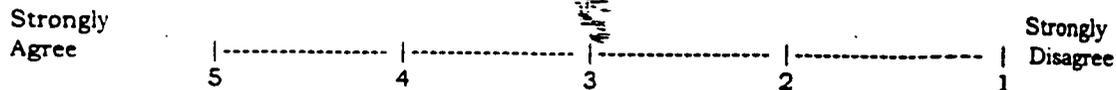
9. My interactions with the Principal/Chief Administrative Officer have been positive.



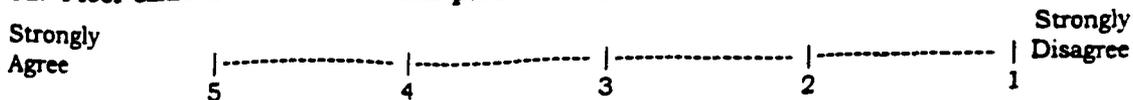
10. I am pleased with the overall discipline practices of the school.



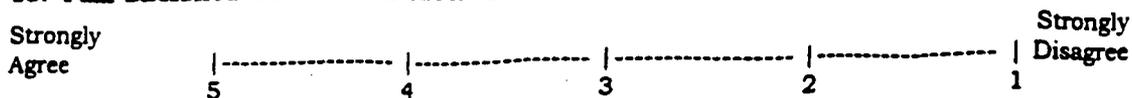
11. I feel welcome when I come to the school.



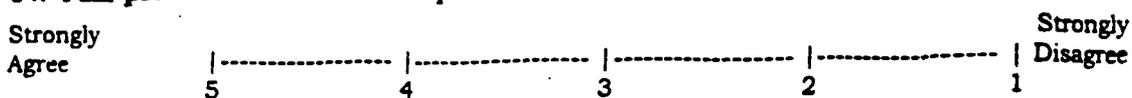
12. I feel that this school is a safe place for my child to learn.



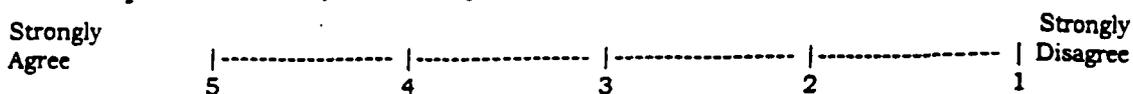
13. I am satisfied with the instructional materials and equipment in this school.



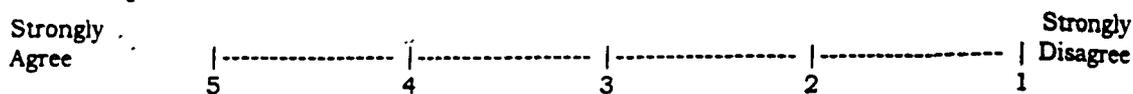
14. I am pleased with the overall performance of the Board of OWN Charter School.



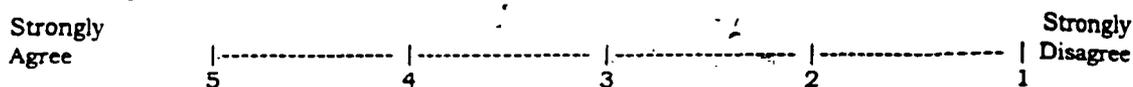
15. I am pleased with my child's Physical Education teacher.



16. I am pleased with my child's Music teacher.

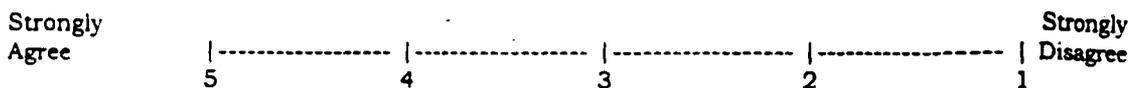


17. I am pleased with my child's Spanish teacher.

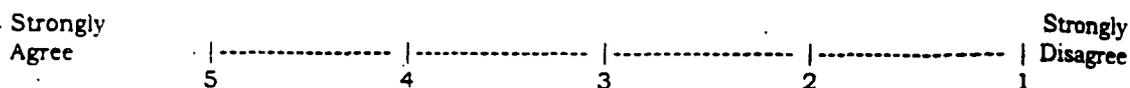


If your child receives Special Education Services, please rank the following:

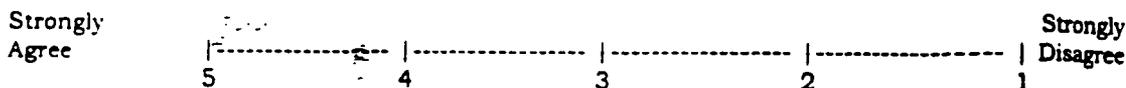
18a. I am pleased with the communication of the Special Education teacher.



18b. I am pleased with how my opinions have shaped the Special Education services for my child.



18c. I am pleased with how my child's Special Education Plan (IEP) is being carried out.



Please add any other comments you might have. And thank you for taking the time to respond!

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Note: This survey is confidential. However, if you would like someone to contact you based on your comments, please print your name and phone number below.

## ATTACHMENT 20

**If the charter school would serve 12th grade within the requested term of the charter, attach a description of the requirements for a student to be awarded a diploma.**

Not applicable.

## IV. STUDENT POPULATIONS

1034

### ATTACHMENT 21

**Attach a description of the methods and strategies for educating students with disabilities in compliance with applicable federal laws and regulations.**

#### A. Philosophy and Approach

OWN Charter School's admissions philosophy welcomes children of diverse backgrounds and all abilities. Our admission criteria will not discriminate on the basis of race, socio-economic status, gender, national origin, religion, English language proficiency, special education needs, disability, intellectual ability, or academic achievement. Based on recent District statistics, we expect approximately 5 to 8 percent of children to require special education assessment and/or services.

According to the Board of Education 1998-1999 Annual School Report, in 1999 in School District 30:

- 5.6% of special education students received resource room, consultant teacher, and related services;
- 4.3% or 1222 special education students received instruction in self-contained classes; and
- staff made initial referrals for special education services for 3.2% of district students.

We believe in maximizing inclusion of all children and placing them in the least restricted environment (LRE) possible. Inclusion and LRE policies help all students learn actively and collaboratively. While inclusion creates opportunities conducive to positive self-identification for struggling students, all children benefit from learning with peers of differing talents. The MEI model is particularly suited to inclusion and LRE. The SchoolHouse arrangement with its smaller, more intimate schools within a school makes inclusion more workable by allowing a team of educators to know the dynamics of individual class groups and their member students over long periods of time. In addition, Paragon's interdisciplinary curriculum capitalizes on children's "multiple intelligences"—teaching cultural literacy experientially. OWN'S rich, integrated use of technology provides us with yet another opportunity to tailor our school-wide program to students' unique skills and interests. The integrated high-tech/humanities approach helps students to realize their full potential, whether their needs are traditionally categorized as "at-risk," "disabled," "ESL," or "gifted and talented." Students who need additional and/or separate special education services, however, will receive them as needed.

#### B. Staffing and Training Related to Special Education Services

Pre- and in-service training for all teachers will cover successful inclusion strategies to ensure all children truly learn in their diverse classrooms. More specifically, trainers will focus on how best to address children's learning difficulties with for example basic reading (including comprehension), writing, math, critical thinking, and oral expression in the general classroom. Training will address ways in which to integrate special instruction into the class-wide curriculum. Training will also emphasize the importance of early detection, referral, assessment, and appropriate services for children with special educational needs and review all procedures and requirements associated with IEPs.

OWN will ensure sufficient staffing to meet the unpredictable and changing needs of our special education population. OWN anticipates either hiring at least one professional staff person with special education expertise and experience and contracting with the district for additional services as needed. As part of start-up activities, MEI will reach out to Nellie R. Korb, the Chairperson of District 30's Committee on Special Education (CSE) to ensure a good working relationship with

the district. The CAO/principal shall personally monitor the School's compliance with all IEPs and designate one staff person to serve as the liaison to the district's CSE.

The professionals and other relevant service providers who know and work with special-needs students on a regular basis will employ a formalized team approach to ensure that each special-need child's educational goals are met, consistent with the child's IEP. This formalized team approach will involve the child's family to the greatest extent possible and provide regular reports to the child's family.

**C. Assessment, Educational Placement, and IEP Implementation Procedures**  
In all aspects of special education services, OWN will fully comply with federal laws and regulations governing children with disabilities, particularly the Individuals with Disabilities Education Act (IDEA), and meet the standards and guidelines established by the U.S. and New York State Departments of Education. OWN understands that federal and state law imposes (among other obligations) the following duties on public schools.

1. OWN is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in our school who have been determined by an Individualized Education Program (IEP) to require specially designed instruction.
2. OWN will ensure that the district's CSE evaluates each child referred for special education assessment and/or services, as required by the New York State Department of Education. OWN will also ensure that the CSE reevaluates children already identified as requiring special education services at the legally-required intervals.
3. When the CSE determines that a special education student requires specially designed instruction, OWN will ensure that the IEP is fully implemented in accordance with IDEA and is reviewed annually by the CSE.
4. OWN will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
5. OWN will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, such as: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
6. OWN will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, OWN understands that the School remains solely responsible for providing educational services during that period of exclusion from school. OWN also understands that special education children may not be expelled or suspended due to their disability.
7. OWN will comply fully with any and all requirements of the Americans with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable State codes.

In addition to the above, the team comprised of parents, regular classroom teachers, and OWN staff qualified to provide or supervise special education services and knowledgeable about the Paragon curriculum and available resource will meet on a regular basis to review children's progress and the IEPs themselves. When making educational placement decisions, OWN Charter

School will ensure that parents participate in the decision-making process, and that such decisions comply with LRE requirements. If possible, OWN will also set aside space for a "Family Room," for workshops and activities geared to parents and children receiving special education services.

If a child with an Individualized Educational Program (IEP) at a public school enrolls in our school, OWN Charter School staff will meet with the child's resident school district CSE (Committee on Special Education) to discuss a revised IEP and we will seek the district's approval for modifying it if needed. All IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Education Act (IDEA). Although subject to annual revision, IEPs may be revised, if warranted.

#### **D. Referrals for Additional Special Services**

OWN Charter School will develop referral arrangements with providers that serve special needs children and their families. The service linkages will span a wide gamut, including individual and family counseling, speech and language therapy, occupational therapy, and physical therapy. OWN Charter School will solicit expertise and contract for specialized services as necessary to meet the needs of children with such special needs as developmental delays; speech, visual, and hearing impairments; and behavioral problems. OWN will reach out to the following Queens and city-wide service providers:

- Goodwill Industries
- F.E.G.S. (Federation Employment and Guidance Service)
- State of New York Office of Mental Retardation/Developmental Disabilities in NYC
- Queens Parent Resource Center
- Queens Child Guidance Center
- Association for the Help of Retarded Children
- Chinese-American Planning Council, Inc.
- Nav Nirmaan Foundation
- Autism Society of America-Queens Chapter
- Association for Neurologically Impaired - Brain Injured Children, Inc.
- United Way, C.A.P.S., as a referral service

## ATTACHMENT 22

**Attach a description of the methods and strategies for serving students with limited English proficiency (LEP) in accordance with federal law.**

OWN Charter School's express mission, in great part, is to meet the unique needs of District 30's extensive immigrant and first-generation children. According to District statistics, in 1999 15.3% of district students (more than double the city-wide figure) arrived in the United States within the last 3 years. The ethnic composition of the district student population is: 15.6% white; 13.2% African-American; 50.1% Latino; and 21.1% Asian and other. Close to a quarter (23.9%) of all district students are English Language Learners (ELLs).<sup>xxii</sup>

Non-native English-speaking students will encounter a focused first-year "Portal Program," building English vocabulary and cultivating understanding of U.S. customs and culture as a special extension of their morning core program. This program utilizes total immersion to help students speak in the target language in a meaningful, communicative way quickly, rather than relegating them to a group of non-native speakers with an alternative program. The younger students are, the greater their natural facility for foreign language acquisition—especially if that language serves their needs and is not an artificial pursuit. Using the target language for real communication as soon as possible in their educational formation is vital to their long-term success in achieving mastery in written and spoken English. Such students will participate fully in the hands-on, interdisciplinary afternoon Paragon Curriculum sessions. Non-English speaking and LEP students will be included in all curricular and extra-curricular activities regardless of their English proficiency.

OWN will celebrate the linguistic and cultural diversity of its student body and will encourage families to keep alive their children's proficiency in their native language as they become fluent in English at school.

To identify potential LEP students, at the time of enrollment, parents will be asked whether the dominant language at home is a language other than English and whether the child is bilingual. Bilingual New York State licensed ESL teachers will conduct evaluations to identify and plan for students with limited English proficiency (LEP). The licensed ESL teachers who will evaluate LEP children will meet the following requirements:

1. Language proficiency in English and the student/youth's primary language including: oral communication with children and parents in general communication, assessment and intervention situations; reading and writing; and technical language associated with psychological assessment.
2. Knowledge of the child's and family's native culture and an understanding of the impact of that culture on performance and behavior.
3. Professional experience with culturally and linguistically diverse (CLD) children and youth.
4. General knowledge of psycho-educational assessment and report writing for CLD children and youth in English and the primary language including the: limitations of assessment for CLD children and youth; selection of appropriate instruments for CLD children and youth; adaptation of available instruments for CLD children and youth; use of qualitative and alternative assessment techniques; and ability to

<sup>xxii</sup> Board of Educational Annual District Report 1998-1999) and 70% of district students live in homes where a language other than English is dominant (communication from District 30 office.

interpret assessment data through the integration of socio-cultural background, experiential background and socio-linguistic developmental factors.

5. Knowledge of instructional interventions appropriate to the needs of CLD children and youth in general and special education settings including but not limited to native language and English as a second language instruction.
6. Knowledge of mental health interventions appropriate to the needs of CLD children and their families.

The CAO/Principal will have a master list of all students identified as LEP. The CAO/principal and teaching staff will monitor the progress of all LEP students over the course of the school year and make modifications and adjustments to the "Portal Program" and individual children's personalized learning plans as needed.

At least one professional staff member at OWN Charter School will be ESL certified. Fluency in a second language will be considered a strong asset when hiring teaching, professional, and support staff members.

**If the proposed charter school would include any methods and strategies for dealing with the targeted populations of students "at risk" of academic failure, attach a description of the targeted "at-risk" student population and describe such methods or strategies.**

As noted in the Executive Summary, large numbers of immigrants reside in District 30. District 30 also contains the highest density of public housing in New York City<sup>xiii</sup> and serves significant numbers of children from poor and low-income families. According to the District's 1998-1999 Annual Report, in 1999, 77.9% of district students received free lunches. District 30 schools grapple with severe overcrowding (operating at an average of 107 % capacity). Many district schools perform poorly on state-wide tests and the Board of Regents has designated one such school as a "SURR." These factors make District 30's general student population "at-risk" of academic failure.

The OWN Charter School will strive to serve the district's general student population rather than targeting specific groups. Our philosophy and educational model, which seeks to engage all students, is particularly well-suited to meeting the needs of children "at-risk" of academic failure. The Paragon Curriculum forms the cornerstone of our educational strategy. We outline the features key to reaching and engaging "at risk" children below.

#### **A. Multidisciplinary, Multi-Cultural, Experiential Curriculum**

While formidable challenges face educators in District 30, the Paragon Curriculum enables us to build on our strengths as a community. Paragon winds its way through the history of ideas across the world and over time. The curriculum involves an inherently multicultural endeavor and exposes children to enriching experiential learning activities—not the superficial programs sometimes associated with this approach. It offers many opportunities for community partnerships and parent involvement, especially for parents who, because of cultural differences, may feel they have little to offer. Involving parents of "at-risk" students strengthens families' commitment to their children's education.

By engaging multiple intelligences, Paragon allows all students to succeed and learn in some way. Our curriculum's emphasis on hands-on learning experiences helps reach those students most "at-risk" of academic failure.

#### **B. Extended School Day and School Year**

The extended school day and year provides another strategy to help "at-risk" students. The New York City Board of Education has used this strategy in redesigning many of its Schools Under Review. Furthermore, not tracking students academically prevents labeling and the lowering of expectations for students at young grade levels. We hope to offer free after-school and summer tutorials for students whose teachers believe they need the extra help.

#### **C. SchoolHouse and Primary Care Models**

The long-term relations a student and family build with school staff through our SchoolHouse within a school and Primary Care models for K-5 will nurture students who fail to thrive in more traditional and transient school environments.

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<sup>xiii</sup> George Delis, the District Manager of Community Board 1 has reported that 8,000 residents live in the Astoria Houses—of which half are under 21 years of age, 10,000 residents live in Ravenswood, 18,000 residents live in Queensbridge, and 10,000 live in Woodside Houses

**D. Social Services Assessment and Referral**

OWN will conduct grant-writing in order to hire a social worker to case manage "at-risk" children, work intensively with families, and supplement OWN school staff referral efforts.

OWN will establish linkages to the following organizations and governmental agencies to provide information and make referrals for students and their families:

- New York State Office of Child and Family Services
- Queens Borough President's Office
- Legal Aid Society
- Legal Services of New York
- Child Health Plus federally-funded medical insurance
- Elmhurst Hospital
- Travelers Aid/Victim Services (Mandarin, Cantonese, Korean, Russian, Spanish)
- Steinway Child & Family Services (Spanish)
- Astoria Community Services Center (Spanish)
- Family Health Center of Western Queens
- Queens Child Guidance Center (Chinese, English, Korean, Portuguese, Tagalog)
- Queens Adult Learning Center
- International High School
- Catholic Charities (English, Italian, Spanish, Tagalog)
- Nav Nirmaan Foundation (South Asian, dialects)
- New Vision Asian Youth Services (Chinese, Korean)
- HANAC, Inc. (Greek, English)
- Hour Children
- Variety Boys and Girls Club

ATTACHMENT 24

**If the proposed charter school would include any methods and strategies for dealing with other targeted student populations, attach a description.**

Not Applicable.

## V. PARENTAL AND COMMUNITY INVOLVEMENT

### ATTACHMENT 25

**Describe the process the school will follow to promote parental and staff involvement and staff involvement in the governance and administration of the charter school.**

During the past two years, parents have worked diligently to establish the OWN Charter School. The desire to participate meaningfully in our children's education has sustained our efforts. Thus, the impetus for founding OWN school stems from a commitment by parents to parent and community involvement in school governance.

#### A. Parental Involvement

The School's governance structure will reflect our support of parent participation. The Board of Trustees will reserve three of its nine positions for parents with children at the school. The school's Parents Association will present to the board's Nominating Committee candidates for these board positions. The board will establish committees, several of which will include parent and community resident members.

Other strategies for promoting parental involvement will include:

- Conducting a parent/student orientation before the school opens in September. At that time, school personnel will distribute a parent questionnaire (sample attached) and explain the school's policies (including the code of conduct and attendance tracking procedures), academic design, and parent and community involvement programs. If necessary, the School will also organize additional parent workshops during the course of the school year on issues of interest.
- Scheduling at least two parent-teacher conferences over the course of the school year and more as needed on an individual basis. These conferences will provide parents with an opportunity to learn about their children's progress and new refinements in school design and curriculum. At conferences, teachers will also explore possibilities for parent participation in the Paragon Curriculum.
- Distributing a parent handbook put together by the Parents Association, which will include: names and positions of all school staff; a description of the school's academic programs, attendance tracking procedures, and absenteeism policies; the code of conduct; and, a list of helpful area social services agencies.
- Offering parents seminars on: Child Health Plus federally-funded medical insurance for children under 19 (provided free by HealthNet in various languages); immigration issues (provided free by the New Immigrant's Coalition and Legal Aid); and a variety of parenting topics (provided by Queens Child Guidance Center).
- Conducting grant-writing to fund evening classes and seminars for parents throughout the year. Parents at District 30 schools such as the International High School have expressed keen interest in enrolling in ESL and computer instruction courses.
- Translating notices to parents into several languages.
- Attempting to fill Parent Association leadership positions diversely.

- Encouraging broad parent participation in the Paragon curriculum and conducting outreach to ensure good attendance at Paragon Nights. These activities lend themselves to parent involvement. For example, in other MEI schools, parents with diverse talents, skills or experience have participated extensively in Paragon activities. Teachers will seek to maximize such parent tie-ins.
- Establishing a formal Volunteer Program with targeted recruitment of parents. The Volunteer Program will conduct the screening, training, and monitoring necessary to ensure that the school maximizes volunteer resources safely, efficiently and effectively. A Volunteer Program Committee comprised of teachers, parents, and administrators will oversee the program. OWN anticipates that parent volunteers will be involved in as many aspects of school operation as possible. If a great number of parents and other community residents (more than twenty) expresses interest in volunteering, the School will try to fundraise the salary for a part-time Volunteer Coordinator.
- Working collaboratively with parents to ensure children maximize their attendance over the course of the school year. School staff will maintain computerized daily attendance records and generate periodic reports to keep track of attendance patterns. Personnel will contact parents when a child misses three consecutive days of school to determine the cause and will follow up with families with persistent absenteeism problems. Teachers will make available to parents a summary of children's attendance records during parent/teacher conferences.

An individual school would rarely implement all items from the list. And, at MEI-managed schools, the roles of parent coordinator have been handled by a variety of people -- sometimes a very capable Senior Secretary/Office Manager, sometimes by one of the Program Facilitators, and sometimes by a Homeroom Teacher.

#### **B. Staff Involvement**

One benefit of contracting with MEI is that the OWN school and staff become members of a network of Mosaica managed schools. This offers OWN staff opportunities for professional interaction with educators nationwide. Thus, a teacher's or CAO/Principal's ideas regarding school design or management can extend beyond their individual school to influence sister schools across the country. Mosaica facilitates this in several ways:

- by maintaining a Mosaica-wide computer network which allows staff from all schools to communicate with one another and with the Mosaica curriculum design committee. This opens an invaluable dialogue between the implementers and creators of the curriculum and provides a support network for teachers and CAOs/Principals.
- by hosting yearly retreats for CAO/Principals and Mosaica employees to exchange ideas and reflect upon school design and management.
- by hosting yearly MEI conferences to which some teachers and CAO/principals are invited to attend.

OWN Charter School will promote staff involvement by encouraging teachers to organize and select a spokesperson to voice their suggestions to the CAO/Principal and the board. Teacher and CAO/Principal presence at board meetings will be encouraged and welcomed.

ATTACHMENT 25-a

Sample Parent Questionnaire

Name: \_\_\_\_\_

Students name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Native language: \_\_\_\_\_

What would you like to know more about the School: (Paragon, computers, homework, discipline, charter schools, etc.) \_\_\_\_\_

\_\_\_\_\_

Would you like to attend evening seminars on issues of interest to parents? \_\_\_\_\_

What topics would be of interest to you (health care, parenting issues, etc.) \_\_\_\_\_

\_\_\_\_\_

Are you interested in taking computer classes at the school? \_\_\_\_\_

Would you be interested in a parent/student after school club (technology, art)? \_\_\_\_\_

\_\_\_\_\_

When is the best time for you to attend Parent Association meetings? \_\_\_\_\_

Can you help the school by volunteering your time (tutoring, grounds maintenance, clerical, teachers' aide or in other ways)? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ATTACHMENT 26

**Provide evidence of adequate community support for and interest in the proposed charter school sufficient to reach anticipated enrollment. Include any methods and strategies used to gauge community support of the charter school**

The founders of OWN are a group of parents have worked together for almost two years to establish the charter school. We met through the Astoria Parents Network (APN), an informal group of about forty families that organizes activities for young children, and functioned as the APN Charter School Committee for our first year. We have held regular meeting for the past year including:

- A Fall 1999 open public meeting at Steinway Reform Church attended by 50 people.
- Five open "planning" meetings attended by 50 to 100 parents.
- Weekly work meetings of our core group with 10 to 12 members attending regularly.

Our sustained grassroots efforts demonstrate strong evidence of community support. However, we have additional evidence that the OWN charter school has generated extensive community interest more than adequate to enable us to reach our anticipated enrollment.

First, we have collected 829 petition signatures in support of establishing OWN Charter School from residents of School District 30. (We will continue to collect petition signatures during the summer and fall while our application is under consideration.) The petition asked the ages of the signer's school-age children (if any) and for a telephone number if the signer wished to be contacted should the school receive a charter. Approximately 456 of the supporters who signed petitions are parents of school-aged children (i.e., K-5) and there are 535 school-aged children in their families. Some of those providing telephone numbers are grandparents of young children, teachers, politicians, and members of other local groups and organizations who also wish to be contacted. Once chartered, we will contact everyone who has school-aged children and who provided us with either a mailing address or telephone number first.

Second, we received a total of 33 letters of support from local and city-wide arts and cultural organizations, businesses, social service agencies, pre-schools, other charter schools, and prominent individuals in our community. We anticipate receiving an additional 10 letters during the next two months. In particular, we have gained the support of local pre-schools and parent associations. These businesses and groups offer an invaluable source of prospective students. If chartered, we will work with neighborhood supporters to further publicize the school.

Finally, we keep an email list of other child advocacy groups including Class Size Matters, The Astoria Parents Network, Queensbridge Community in Action Committee and Concerned Parents of District 30. This expanding network serves as another means for disseminating information, keeping in touch with local residents' positions on educational issues, and getting feedback on our efforts to establish the OWN Charter School.

We will continue to conduct community outreach and build on existing community support for OWN Charter School during the months leading up to the chartering decision.

Please see attachment 26a (letters of support) for documentation of community support. Petitions are attached as Appendix 4.